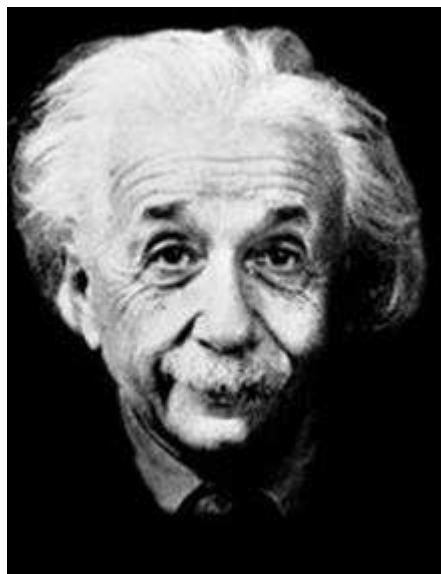




Annual Report on the DAFI Programme
(Albert Einstein German Academic Refugee Initiative)
2009



Education Unit
Division of International Protection
(DIP)
June 2010



"DAFI is a window of hope and a tool for change, peace and reconstruction" a UNHCR Programme Assistant in Peshawar, Pakistan, said speaking on behalf of the more than 400 Afghan refugee students who have benefited from a DAFI Scholarship since 2004.

The Office of the United Nations High Commissioner for Refugees (UNHCR) expresses its sincere appreciation to the Government of the Federal Republic of Germany and the Referat 611 (Research and Higher Education) of the Ministry of Foreign Affairs for having provided reliable funding for the higher education of refugees over the past eighteen years. In close cooperation with German Embassies worldwide and NGO partners, UNHCR was able to support thousands of deserving young refugee students to obtain an academic education thanks to the Albert Einstein Academic Refugee Initiative (DAFI), and to allow them to give something back to their communities.

We would also like to express our thanks to the many UNHCR DAFI Focal Persons in country offices in Africa, Asia, the Middle East, Eastern Europe and Latin America for their tireless efforts in supporting DAFI. The success of the DAFI Programme would not have been possible without their commitment.

Susanne Kindler-Adam
Education Unit, Division of International Protection (DIP)
UNHCR Geneva, June 2010

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1. Executive Summary and Overview 2009

In 2009, UNHCR offered higher education scholarships for 2,072 refugees. Initiated in 1992, the Government of Germany has provided annual funding under the Albert Einstein German Academic Refugee Initiative (DAFI) to UNHCR to support tertiary education for deserving refugees worldwide by granting scholarships at universities, colleges and polytechnics in their host countries.

The main aim of the DAFI Programme is to contribute to human resource development as part of a broader UNHCR strategy of promoting self-reliance and durable solutions for refugees.

The objectives of DAFI are:

- **to achieve self-reliance** of the sponsored student and his/her family through gainful employment;
- **to develop qualified human resources** and build the capacity of refugees in order to contribute to the reconstruction of the country of origin upon repatriation;
- **to contribute to the refugee community** pending a durable solution or repatriation (many graduates work in refugee camps, particularly as teachers and community workers);
- **to facilitate integration**, temporary or permanent, and contribute skills to the host country if repatriation is not or not yet possible; and
- **to provide a role model** for refugee students in primary and secondary schools and to motivate them to continue their education, particularly female students to promote girls' education.

Some key facts and figures for 2009:¹

Number of students:	2,072
Male/Female ratio:	57.8% male and 42.2% female
Countries of study:	DAFI students enrolled in courses in 36 countries.
Countries of origin:	Refugees on DAFI scholarships came from 36 countries.
Length of studies:	Between three and four years.
Main study subjects:	Commercial and Business Administration, Social and Behavioral Science, Medical Sciences and Health-Related Studies, Mathematics and Computer Sciences, Engineering, Natural Sciences, Education Science and Teacher Training, Agriculture, Forestry, Environmental Studies, Law

In 2009, the following countries participated in the DAFI Programme:

- **In Africa:** Benin, Botswana, Burundi, Cameroon, DRC, Eritrea, Ethiopia, Ghana, Kenya, Namibia, Nigeria, Rwanda, Senegal, South Africa, Sudan, Tanzania, Uganda, Zambia, Zimbabwe.
- **In Asia and Central Asia:** India, Iran, Kyrgyzstan, Pakistan, Papua New Guinea, Tajikistan.
- **In MENA:** Algeria, Egypt, Jordan, Mauritania, Syria, Yemen.
- **In Central and South America:** Ecuador, Panama.
- **In Europe:** Azerbaijan, Georgia and the Russian Federation.

¹ Please see for details the Country Fact Sheets 2009 starting on page 33

2. Introduction

The Albert Einstein German Academic Refugee Initiative (DAFI) was initiated in 1992 with funding by the German Ministry of Foreign Affairs. This funding has become a reliable annual contribution to support deserving young refugees in their quest for higher education. The German Government has funded this program with an approximate accumulated contribution of USD 48 million in the past 17 years, which has afforded an estimated number of 5 - 8,000 refugees worldwide a university degree. The annual contribution of the donor was doubled in 2008 and has remained at this level in 2009.

DAFI has become a highly recognized programme in the past years among UNHCR Offices, German Embassies, academics and other donors to UNHCR. Being exclusively directed towards scholarships for refugees to study in their country of asylum, it remains a unique *sur place* scholarship programme. The access of refugees to university education is even more critical in protracted refugee situations. Many of the protracted situations last an average of 17 years during which an entire generation loses its opportunity to develop its potential and widen its educational horizon. DAFI scholarships, though limited as compared to the overall needs, have a positive impact on the motivation of secondary students in camp schools or in urban settings. Tertiary education closes the education cycle, and moreover, contributes to a pool of highly qualified human resources that is critically needed in countries emerging from conflict, to which refugees repatriate. In refugee situations where a durable solution is pending, DAFI scholarships assist refugees and their families to find skilled employment in their country of asylum, or in a third country. The return of DAFI graduates of Sudanese origin from Uganda, Kenya and Ethiopia is evidence that university scholarships help to build a 'new leadership' for post-conflict countries.

Acknowledging the role of tertiary education in facilitating durable solutions, the DAFI programme opened new avenues to provide scholarships to refugee students returning to their countries of origin. A *DAFI for Return* programme was started in Burundi and Mauritania in 2008, and was extended to students returning from Zambia to the Democratic Republic of Congo (Katanga Province) in 2009.

Annual Reports as well as other documentation on the DAFI Programme are being shared widely. Recipients were German Embassies, the wider UNHCR donor community, UNHCR operations and universities which have opened their doors to refugee students.

Information on the DAFI Scholarship Programme, on application and selection procedures is available on the UNHCR webpage under Education (www.unhcr.org) and scholarship information and personal stories of students and other interested scholars are posted online under www.refed.org. This website was developed and is managed by a former DAFI student who studied in Ghana, and now lives and works in Germany. The DAFI graduate returned to Ghana in July 2009 and offered a much appreciated two-day workshop on 'Innovation and Entrepreneurship' to DAFI scholars.

The 2009 DAFI Scholarship Report provides a profile of beneficiaries by regions following the rationale of looking at 'refugee situations' and regional solutions. Particular focus will be on protracted refugee situations. In the same vein, the country fact sheets include a new information box on the 'protection environment' to provide the context and understanding of the scope of the protection space which graduates have in terms of access to national labor markets.

2.1 Refugee Education Programmes in UNHCR

Approximately 34% of persons of concern to UNHCR are children and youth between 5 and 17 years of age.² To ensure that they have access to education and are able to develop their potential for future self reliance and well-being and that of their country of residence, the provision of quality education to all refugee children is one of UNHCR's major challenges. The High Commissioner in his *Global Strategic Priorities 2010-2011* emphasizes as one of the organisation priorities "to ensure provision of basic needs and essential services for persons of concern without discrimination". One of the essential services is education, reflected in the objective "*Boys and girls of concern have equal access to quality primary and secondary education, and the development of children and youth is supported*".

The provision of education to refugees, both in camps and in urban settings³, is guided by the Education Strategy 2007-2009 and 2010 – 2012⁴. The main objectives of the education strategy are increased *access* of refugees to education and enrolment, improved *quality* of education and *enhanced protection* through appropriate tools (e.g. *Safe Learning Environment* Guidelines and workshops, increased monitoring, strengthening linkages with livelihood interventions and child protection programmes). The UNHCR Education Strategy is fully in line with relevant international standards outlined in the *Millennium Development Goals* (MDG), the *Education For All* Strategy (EFA) and the *Convention on the Rights of the Child* (CRC). To achieve impact and a visible improvement in specific education programmes, UNHCR has selected 11 priority countries which will receive technical support, resources and visibility to make a difference. Priority countries were selected on the basis of their level of performance indicators, the size of the population of concern, the operational phase (protracted/emergency), resource capacity and by accessibility and security.⁵

Most of the refugee operations selected for enhanced educational support are protracted refugee situations with no durable solutions in the near future. In such situations, education becomes even more important as the only avenue to a self-determined future. Moreover, access to secondary and tertiary education is crucial to empower refugees to make a meaningful contribution to the development of their community and, ultimately, to their country. Additional funding made available under the *NineMillion.Org Campaign* allows a selected number of UNHCR country offices to provide secondary education for young refugees, which annual country budgets are often unable to subsume, due to financial constraints. For instance, secondary schools are supported with funding from the *NineMillion.Org Campaign* in Algeria, Bangladesh, Burundi, Ecuador, Ivory Coast, Ethiopia, Guinea and Uganda.

Education of refugees is an important tool to support sustainable durable solutions and sustainable development in the country of return. In this respect, the DAFI Programme is an integral part of the *UNHCR Education Strategy* as it provides incentives for, and motivates refugee children and their communities to continue their schooling at primary and secondary levels, in order to gain access to scholarships.

In 2009, UNHCR has budgeted USD 73,638,187 for education activities, including primary, secondary and tertiary. This figure is slightly lower than that of 2008, when UNHCR programmes have spent USD 80.1 million on education activities. Comprehensive needs in education are indicated to be in the range of USD 126 million for 2010.

² Global Trends 2009, UNHCR Geneva, DPSM, June 2010

³ cf. UNHCR Policy on Refugee Protection and Solutions in Urban Areas, Geneva, September 2009

⁴ Education Strategy 2007-2009; Education strategy 2010 – 2012. UNHCR Geneva, September 2009

⁵ Priority countries for enhanced education support and monitoring are: Yemen, Eastern Sudan, Kenya, Uganda, Malaysia, Bangladesh, Turkey, Eastern Chad, Jordan, Mauritania and Algeria.

3. DAFI Programme Implementation

UNHCR Management of DAFI

The DAFI Scholarship Programme is coordinated in Headquarters by two staff. It is implemented by UNHCR and its partners in countries of asylum, and recently, in countries of return. The programme benefits from the unique field presence of UNHCR in over 262 offices in 116 countries, which ensures a quality programme in terms of selection of students, guidance and monitoring. Each operation nominates a *DAFI Focal Person* amongst the UNHCR staff. They are usually staff in functions in which they work very closely with other UNHCR education programmes on primary and secondary school levels.

DAFI projects have been implemented in 36 countries in 2009. In 20 countries, UNHCR entrusted partner organizations with the implementation of DAFI projects, often NGO partners who work in the field of education activities under the direction of UNHCR and add their expertise to the DAFI project. The judgment on whether to engage an implementing partner is left to the field offices depending on their overall capacity, the academic environment and the size of the DAFI Programme.

The management functions, i.e. overall supervision, guidance, monitoring, programming and the annual allocation of funds to country operations, financial monitoring and exchange of good practice are provided by a designated Education Officer and an Education Assistant based in Geneva, funded under DAFI. Regular monitoring and support missions to DAFI operations ensure consistent high quality of the implementation. In 2009, Education Officers (DAFI) visited Yemen, Djibouti, Syria, Jordan, Ethiopia and Tanzania.

DAFI country projects are part of the annual program and budgeting follows the UNHCR programme cycle of January to December. Initial budgets for the following year are submitted to the Education Officer in Headquarters in November. Budgets for new students have to be submitted separately and will be approved if projected donor funding for the following year indicates that costs for continuing students are covered.

Annual DAFI budgets are reviewed in July (Mid-Year Review) to adjust budgets to the received donor contribution. Monitoring of DAFI projects in 36 countries is ensured by monthly financial monitoring (expenditure reports), and by reporting on activities and student data by February every year.

Monitoring of student progress and of DAFI graduates is supported by a central database, established in HQs on the basis of ACCESS. This database records student names, email addresses and academic progress since 2008. This monitoring and statistic system replaces statistical reporting formats for DAFI scholarships, such as the EDS.

Implementation in UNHCR country offices is guided by the DAFI Policy and Guidelines (4th edition, October 2009)⁶ which describes in detail the selection process of students, admission to university and payment of fees, scholarship entitlements, monitoring of student performance, and reporting requirements.

⁶ DAFI Policy and Guidelines, 4th edition, UNHCR/OSTS; Geneva October 2009; also available in: www.unhcr.org/

4. Results and Impact of the DAFI Programme in 2009

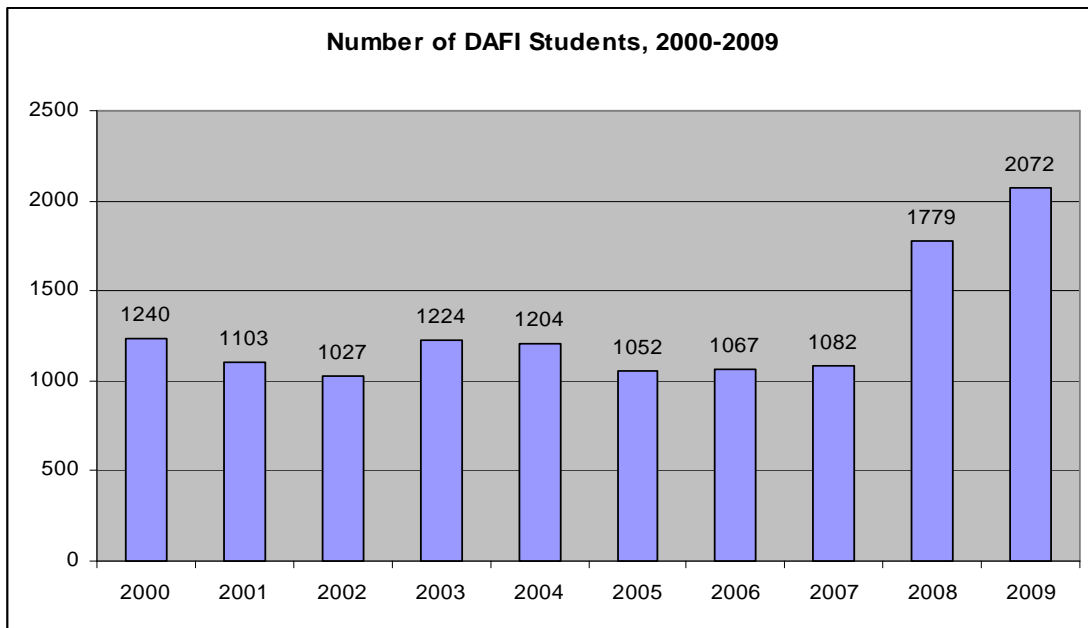
4.1 Overview of Key Indicators⁷

Year of Operation: 2009	
Total Number of Students	2,072
Total Number of Graduates	303
Percentage of Female Students	42.2%
Total Number of Dropouts:	92 (4.4%)
Total Number of Resettled Students	31 (1.5%)
Average Costs per Student	USD 2,593 ⁸
Contribution received in 2009 (EURO):	EUR 3,901,000
Contribution received in 2009 (USD):	5,580,830
Total Funds available in 2009 (USD):	USD 6,657,827
Countries of Study:	Algeria, Azerbaijan, Benin, Botswana, Burundi, Cameroon, DRC, Ecuador, Egypt, Eritrea, Ethiopia, Georgia, Ghana, India, Iran, Jordan, Kenya, Kyrgyzstan, Mauritania, Namibia, Nigeria, Pakistan, Panama, Papua New Guinea, Russian Federation, Rwanda, Senegal, South Africa, Sudan, Syria, Tajikistan, Tanzania, Uganda, Yemen, Zambia, Zimbabwe
Countries of Origin: (Refugee students from 39 countries sorted by number of students):	Afghanistan, Angola, Armenia, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Colombia, Democratic Republic of Congo, Eritrea, Ethiopia, Ghana, Guinea, Haiti, Indonesia, Iran, Iraq, Ivory Coast, Kenya, Kyrgyzstan, Liberia, Mauritania, Myanmar, Namibia, Peru, Russian Federation, Rwanda, Sierra Leone, Somalia, Sudan, Tajikistan, Togo, Tunisia, Uganda, Western Sahara (Occupied Territories), Yemen, Zimbabwe.
Main Subjects of Studies (sorted by number of students):	Commercial and Business Administration, Social and Behavioral Science, Mathematics and Computer Science, Medical Science and Health Related Subjects, Education Science and Teacher Training, Natural Science, Humanities, Agriculture, Forestry and Fishery, Engineering, Environmental Science, Law, Architecture and Town Planning, Mass Comm. and Documentation, Service Trades, Trade Crafts and Industrial Programs, Fine and Applied Arts, Home Economics (Domestic Sc.), Transport and Communication, Development Studies and International Relations, Environmental Studies.
Length of Studies:	Average between 3 to 4 years

⁷ see for financial overview page 25

⁸ The average cost of a scholarship in 2009 is lower than calculated for the year 2008. However, the basis of calculation is not comparable, as the 2008 calculation used preliminary level of operational expenditures, not the final and adjusted expenses. As a matter of fact, average costs for scholarships have gradually increased each year, particularly in Africa.

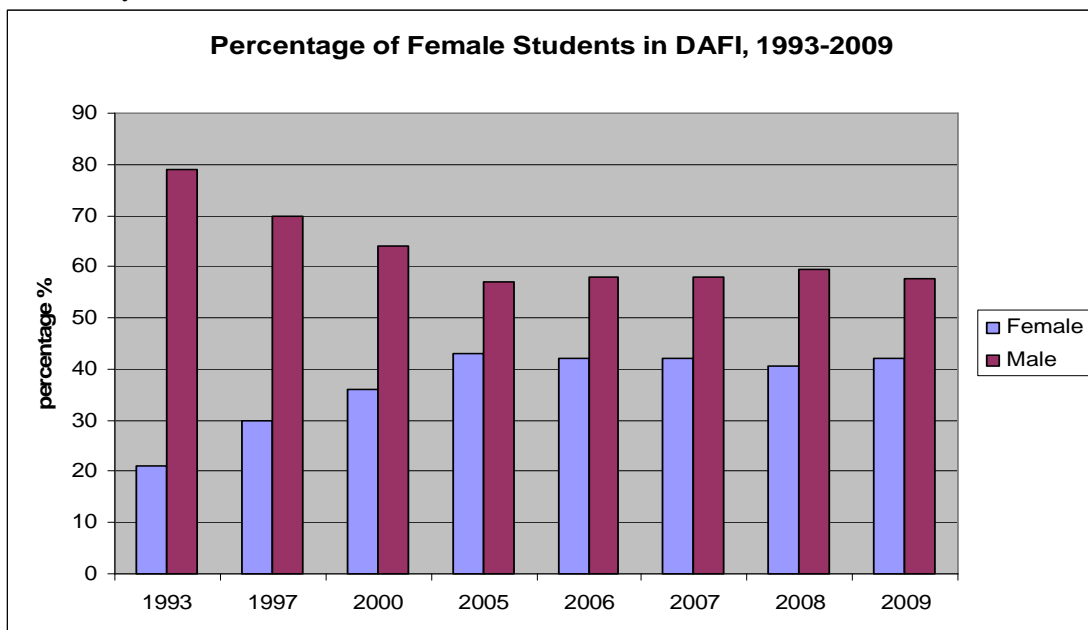
Due to increased funding made available for university scholarships for refugees, the number of DAFI students in the past ten years has increased steadily:



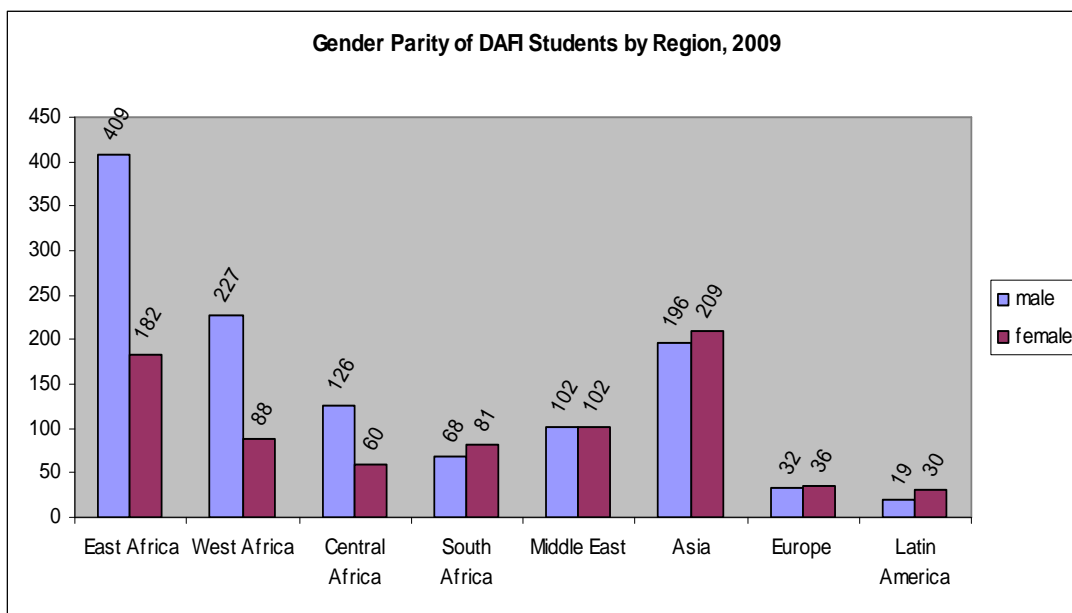
In 2009, 31% of the total sponsored students were first-year students, of whom 40.1 were female first-year students. The high intake of new students was made possible by a favorable funding situation. New admissions to DAFI outnumber the students in the final year of their studies, i.e. 432 students (20.8%) of which notably 38% were female students. 303 DAFI students (14.6%) graduated in 2009. Of those, 40% were female graduates.

Female Students

During the same time, the percentage of female students benefiting from DAFI scholarships has remained largely unchanged. In 2009, 42.2% of all DAFI scholars were female students. The table below illustrates the percentage of female students over the past seventeen years:

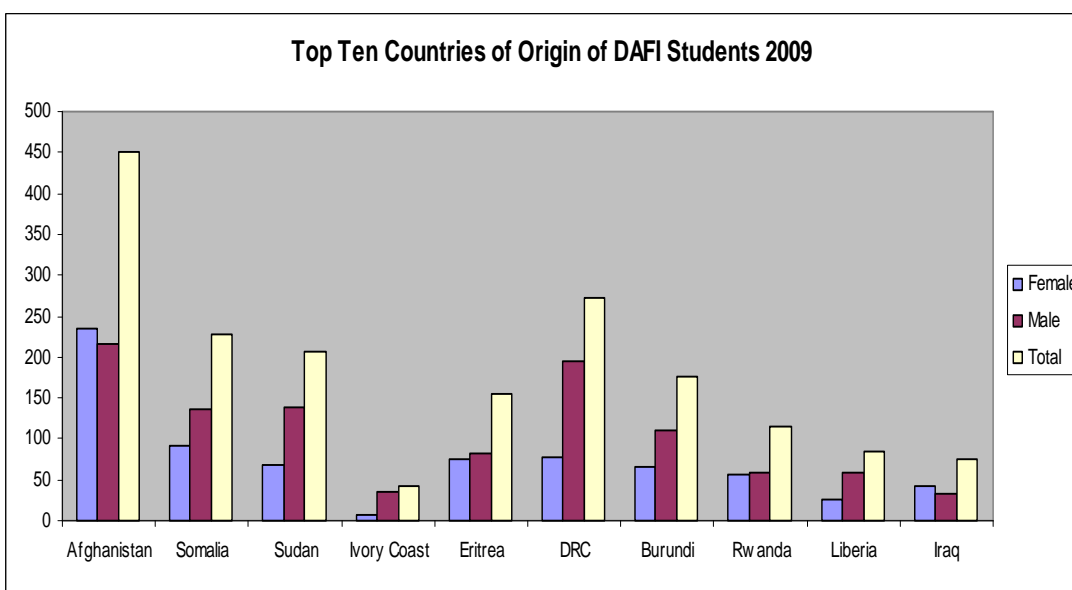


Participation of female students in the DAFI Programme, however, considerably varies between the regions:



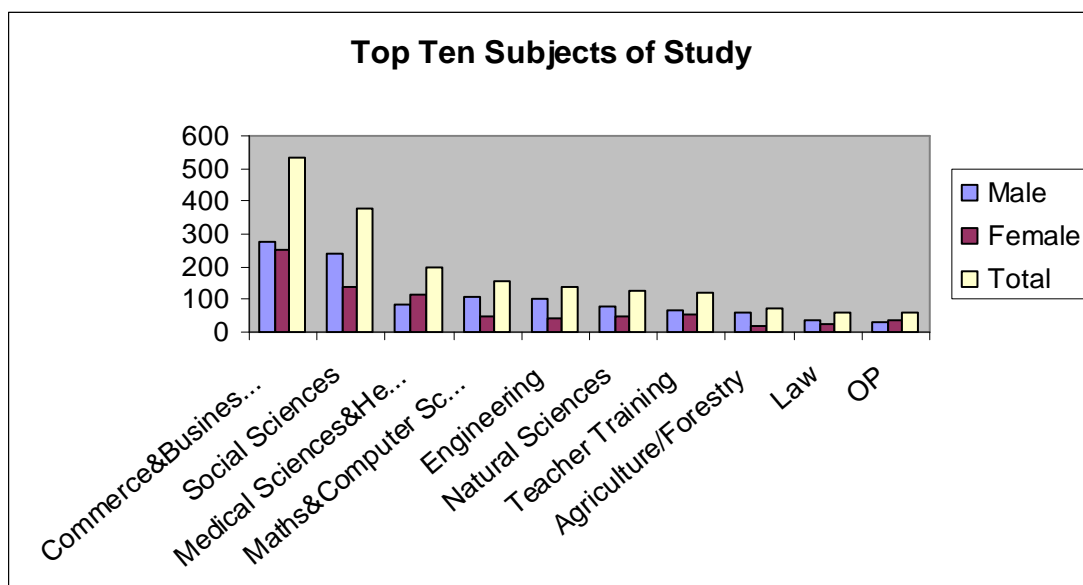
Country of Origin

As a majority of refugees are from, and have found asylum in Africa, almost two-third of the DAFI funds are allocated to higher education in Africa. Most refugee operations are protracted situations for which a durable solution for refugees has not been found, or has been found only recently, after many years in exile. The table below demonstrates that, consequently, the majority of DAFI students are from protracted situations in Africa, only outnumbered by students from Afghanistan.



Subject of Study

Most common subjects of study chosen by DAFI sponsored students are illustrated below:



Most popular among refugee students sponsored under the DAFI Programme are still Commercial and Business Sciences in 2009 (48.1% female students), followed by Social Sciences (38.1% female), Medical and Health-Related Sciences (57.6% female), Mathematics and Computer Sciences (29.6% female), Engineering (29% female), Natural Sciences (37.6% female), Teacher Training (46.7% female), Agriculture and Forestry (23% female) and Law (23% female). Improved advice on the choice of study subject for DAFI students, either by UNHCR Offices or by universities, would help to orient students towards those subjects, such as environmental sciences, biochemistry, agricultural sciences but also towards a higher percentage of female students in Teacher Training, with a higher potential for future employment and of more relevance to future developments.

The table below provides a full overview of DAFI sponsored students and their subject of study in 2009:

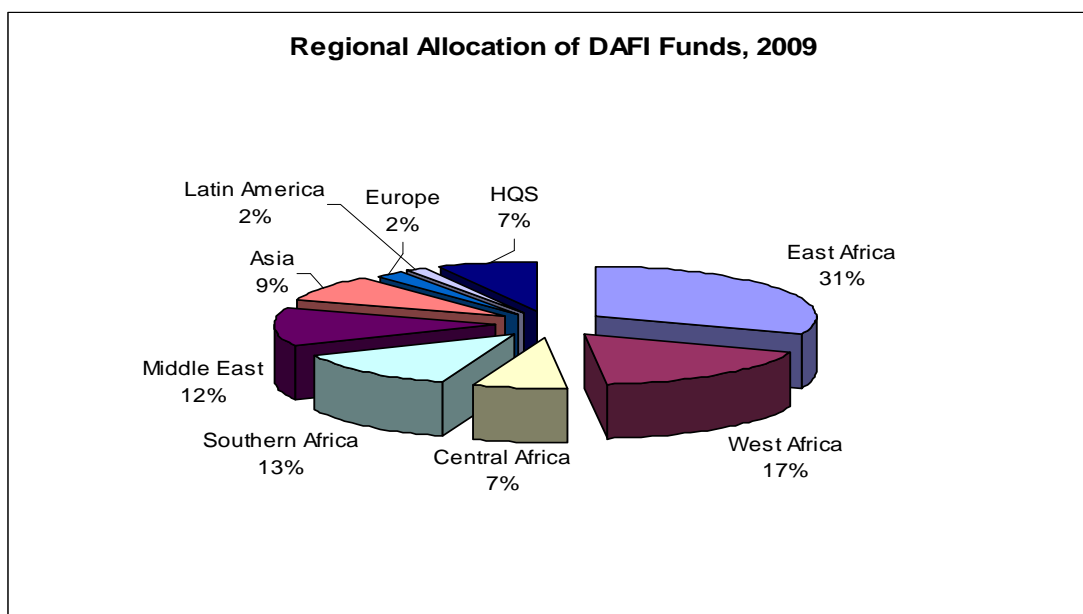
Field of Study	Male	Female	Total
Education Science and Teacher Training	65	57	122
Humanities	47	44	91
Fine and Applied Arts	0	2	2
Law	37	27	64
Social and Behavioral Science	229	141	370
Commercial and Business Administration	277	257	534
Mass Communication and Documentation	20	19	39
Home Economics (Domestic Science)	1	11	12
Service Trades	3	3	6
Natural Science	83	50	133
Mathematics and Computer Science	112	47	159
Medical Science and Health Related	86	117	203

Engineering	100	41	141
Architecture and Town Planning	31	11	42
Trade Crafts and Industrial Programs	12	1	13
Transport and Communication	1	0	1
Agriculture, Forestry and Fishery	60	18	78
Other Programmes (OP)	28	34	62
TOTAL⁹:	1,198	874	2,072

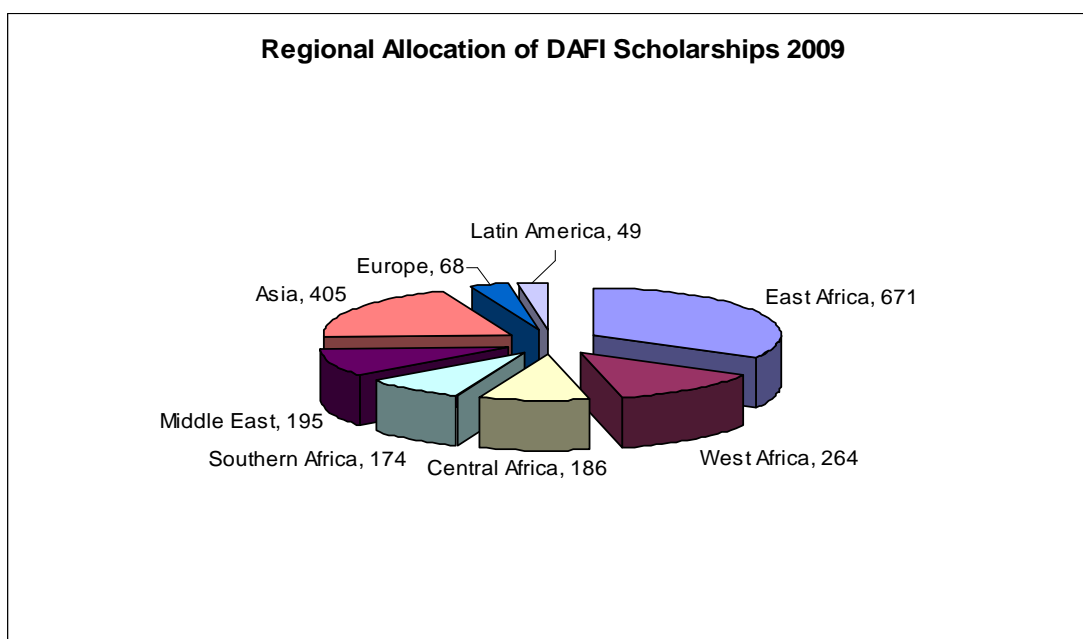
⁹ The categorization of study subjects follows the UNESCO ISCED Standards of 1976. In reality, many subjects have been split and differentiated into more specialized fields, e.g. engineering (mechatronics, mechanical engineering, environmental engineering, etc.)

4.2 DAFI Programmes by Region in 2009

In 2009, the majority of DAFI funds – over two-thirds - were allocated to Africa:



The number of scholarships allocated to various regions is illustrated below. 65% of all scholarships in 2009 were given to refugee students in Africa. 455 (70.5%) of the total number of 645 newly admitted students to the DAFI Programme in 2009 were selected in countries in Africa.



Africa

At the beginning of 2009, 68% of DAFI funds were allocated to 20 countries in Africa. By the end of 2009, only 89% of the funds provided to DAFI projects in Africa were actually spent, i.e. US\$ 3,700,569. The low implementation rate in Africa is partly due to drop-out students during the year, and gains in exchange rates *vis-à-vis* the US Dollar.

Please find below the number of students by country of study, and budget expenditure¹⁰:

Country of Study	Total Students	Male	Female	Budget (USD)
Benin	52	33	17	60,784
Botswana	25	19	6	168,292
Burundi	57	42	15	78,522
Cameroon	68	49	19	155,413
Chad*	-	-	-	14,426
Dem. Republic of Congo	24	12	12	10,569
Eritrea	6	5	1	12,031
Ethiopia	138	113	25	331,754
Ghana	79	56	23	338,743
Kenya	88	28	60	313,478
Namibia	6	3	3	4,039
Nigeria	16	9	7	26,060
Rwanda	105	72	33	297,359
Senegal	100	41	10	348,873
South Africa	75	32	43	338,184
Sudan	114	43	71	201,937
Tanzania	141	113	28	455,816
Uganda	184	104	80	361,632
Zambia	56	30	26	158,466
Zimbabwe	12	3	9	24,191
Total	1,346	849	497	3,700,569
% of total field allocation	100%	63%	37%	68%

The participation of female students in the scholarship programme is still low (37%) and of great concern. With the exception of countries, such as Benin, Kenya, South Africa and Sudan where a majority of students are female thanks to the affirmative action of the UNHCR country offices in the selection of DAFI students, all other countries lack behind in their efforts to promote girls education. Resisting 'tradition' and cultural practices, UNHCR and its partners need to play a more prominent role to motivate girls to continue their schooling. The value of a girl's higher education for her family's wellbeing cannot be underestimated.

Gender equality within the DAFI Programme varies significantly from region to region in Africa, as the graph on page 10 illustrates. Gender equality is highest among DAFI students in South Africa (54.4% female students), while female participation in East, West and Central Africa is alarmingly low (respectively 30.8%, 27.9% and 32.3%). To increase the number of female students in Africa, special support, sanctions and affirmative action will have to be continued in the annual selection process for DAFI scholarships, e.g. by acceptance of certificates with comparatively lower pass rates, regular support to female students to prevent their drop-out in secondary and higher education, and support to female university students.

¹⁰ Budget expenditure plus adjustments, as of June 2010

DAFI has attempted to increase refugee students from protracted situations, such as from Somalia, Sudan (South), Eritrea and the Democratic Republic of Congo. The number of students from Somalia has increased during the past years as a result of increased access to primary and secondary education in camps and in urban areas. As the situation of Somali refugees is particularly dramatic, more efforts will be made to attract them into higher education to build a future leadership and a pool of qualified human resources. Recent refugees from Eritrea are increasing in the Horn of Africa, in addition to the protracted caseload in Eastern Sudan. DAFI beneficiaries are primarily from the protracted group of refugees, while recent arrivals often opt for resettlement to a third country.

Likewise, refugee students from the DRC are on the increase in various francophone countries of asylum. At the same time, DAFI has launched a ‘DAFI for Return’ programme in DRC (Katanga Province) in 2009 for Congolese refugees returning from camps in Zambia. As compared to previous years, the number of refugee students from Burundi and Rwanda are gradually decreasing, as UNHCR is promoting repatriation, or local settlement (local integration), e.g. for the 1972 caseload of refugees from Burundi in Tanzania, who are in the process of naturalization. Similarly, the number of refugee students from Liberia and Sierra Leone are decreasing. The remaining students in Nigeria and Ghana are allowed to finalize their studies at university to facilitate their integration within the ECOWAS region and under its special treaty.

As compared to 2007 and 2008, the number of refugee students under DAFI from Sudan (South Sudan) studying in Ethiopia, Kenya and Uganda has remained the same as in 2009, currently a total of 210 students. Though UNHCR facilitates repatriation to South Sudan, Sudanese students under the DAFI programme are allowed to finalize their studies and graduate.

ASIA

In 2009, DAFI country projects in Asia received a slightly higher budget allocation than in the previous years (2008: 8%). While beneficiaries in India decreased in 2009 due to graduation and drop-out, the number of scholarships in Iran, Kyrgyzstan, Pakistan and Tajikistan increased.

<i>Country of Study</i>	<i>Total Students</i>	<i>Male</i>	<i>Female</i>	<i>Budget (USD)</i>
India	32	10	22	30,082
Iran	220	92	128	264,955
Kyrgyzstan	11	6	5	12,405
Pakistan	119	74	45	114,284
Papua New Guinea	8	6	2	16,455
Tajikistan	15	8	7	25,429
Total	405	196	209	463,610
Percentage	100%	48.4%	51.6%	9.1%

In 2009, 9.1% of the DAFI budget was allocated to Asia funding almost one-fifth (19.5%) of all DAFI scholarships globally, indicating a favorable cost-benefit relation for scholarships in Asia.

Main beneficiaries of DAFI scholarships in Asia are Afghan refugees in India, Iran, Kyrgyzstan, Pakistan and Tajikistan. DAFI beneficiaries in India are Afghan refugees of Sikh or Hindu background, for whom local integration is the only option. Average costs of scholarships are much lower in Asian countries than scholarships in Africa, i.e. USD 1,145

as compared to USD 2,749 per student per year in Africa. Fees for public education in India are low, and many students are attending the School of Open Learning at the University in New Dehli.

In Central Asia, a DAFI stipend often provides protection to a student and his/her family, as university registration opens an opportunity for temporary, but renewable residence permits. Furthermore, a university degree facilitates employment opportunities. As the Afghan refugee situation is one of the most protracted situations, the DAFI Programme agreed to renew its activities in Central Asia in 2009 for the benefit of refugees primarily of Afghan origin, but also including refugees from Russia of Chechnya origin.

MIDDLE EAST AND NORTH AFRICA (MENA)

<i>Country</i>	<i>Total Students</i>	<i>Male</i>	<i>Female</i>	<i>Budget (USD)</i>
Algeria	31	15	16	25,814
Egypt	10	4	6	29,643
Jordan	51	24	27	302,938
Mauritania	25	18	7	84,302
Syria	27	9	18	88,354
Yemen	60	32	28	145,641
Total	204	102	102	676,692
Percentage	100%	50%	50%	13%

The two largest groups of DAFI beneficiaries are refugees from Somalia mainly in Yemen, and refugees from Iraq, primarily in Jordan and Syria. As applications for scholarships in Syria and Jordan are not overwhelming, and due to the fact that other donors offered scholarships to Iraqi refugees in Syria, the increase of sponsored Iraqi students under DAFI is quite modest. Improved access to education in both countries will eventually increase the demand for university scholarships.

In Mauritania, 25 returnees from Senegal benefit from DAFI scholarships to study in Nouakchott. As they came from a francophone country, they were given special language support classes in Arabic. In Algeria, 20 students from among the Sahrawi refugees were selected in 2008. In the following year, 11 new students were selected for DAFI sponsorship. The students were placed by the Ministry of Education in 13 universities spread over Algeria.

EUROPE

<i>Country</i>	<i>Total Students</i>	<i>Male</i>	<i>Female</i>	<i>Budget (USD)</i>
Azerbaijan	11	10	1	20,319
Georgia	17	7	10	40,142
Russia	40	15	25	42,399
Total	68	32	36	102,860
Percentage	100%	47%	53%	2%

In Europe, mainly Afghan and Russian refugees of Chechnya origin benefit from DAFI scholarships, only 24 new students were admitted in 2009.

LATIN AMERICA

<i>Country</i>	<i>Total Students</i>	<i>Male</i>	<i>Female</i>	<i>Budget (USD)</i>
Ecuador	37	11	26	54,519
Panama	12	8	4	44,335
Total	49	19	30	98,854
Percentage	100%	39%	61%	1.9%

In both countries in Latin America, refugees from Colombia are benefiting from DAFI scholarships. Fourteen (14) of them are in their first year of study.

4.3 DAFI Alumni Networks

Establishing and strengthening a DAFI Alumni network has been a focus of the DAFI management since 2008. A former DAFI scholar in Ghana, now living in Europe has created a DAFI webpage on scholarships in 2006 to provide information on DAFI scholarships (www.refed.org). Another electronic platform for students and alumni is being developed, and will be available in 2010.

Keeping contact and learning about the career paths of former students are ambitious aims, and their realization face several challenges. The first challenge was to establish and to keep alive DAFI clubs in each country with sizable student numbers, and to motivate students and graduates to keep in contact through an electronic platform, even years after graduation. The second challenge was for UNHCR HQS to regularly access and compile the information provided by students and alumni, and to keep track of any changes in the residence and employment of each student and ex-student, who is willing and able to provide such information on the internet. A third challenge was to set up a user-friendly data base of students and graduates and ensure that it would be maintained over the years.

The challenges described above were addressed in several steps. The strategy of the DAFI in HQS to improve the impact monitoring of this scholarship programme is two-fold: As a first step, DAFI students are encouraged to establish DAFI Clubs in their country of study, which will become the 'vehicle' through which students and alumni (graduates), who established personal relations, are able to keep contact by internet or by a designated electronic platform ('DAFI blog'). This strategy will enable UNHCR to trace former students and learn of their career paths. A second step of the strategy was to put in place an electronic platform through which students, graduates, focal points and Headquarters can remain in touch and exchange information and views. This step will be finalized in 2010, and will be introduced to all stakeholders of the DAFI Programme, i.e. focal points, students, graduates and German Embassies. Complementary to this strategy is the establishment of a student data base which allows a systematic record of student data and its annual update, their academic progress and graduation, and their electronic mail address. This data base was created in ACCESS with the assistance of the Division of Information Technology Services (DIST) in UNHCR HQS, and will be fully functional in 2010.

An Education Consultant undertook a mission to Tanzania from 21 June to 2 July 2009, and held a workshop for all DAFI Focal Points to encourage and facilitate the creation of *DAFI Clubs* in all countries with DAFI scholarship projects. During the workshop, participants exchanged experience and best practices about existing DAFI clubs and alumni associations, namely those from Benin, Kenya, Nigeria, Rwanda, Senegal and Tanzania. Focal Points from other countries held meetings with DAFI students upon their return and initiated the formation of a club to keep students and graduates in contact. Thus, communication by HQs in Geneva with DAFI students is facilitated, and further information of interest to students can be channelled through DAFI club representatives.

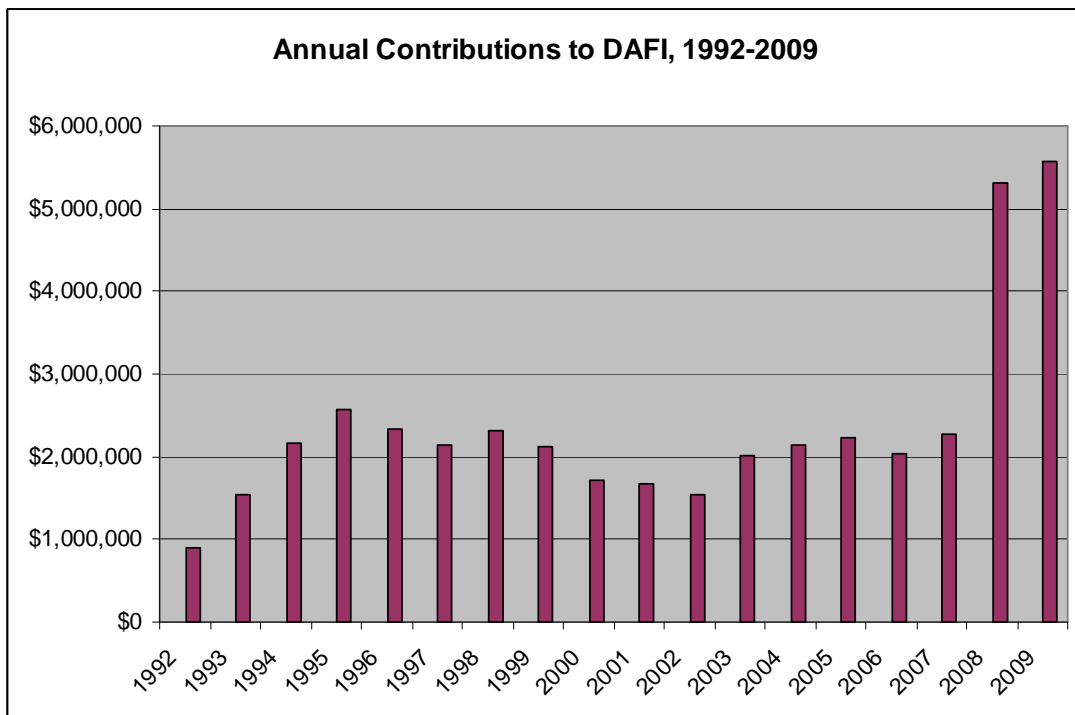
In a number of countries, such as Kenya, Tanzania, Benin and Senegal, DAFI Clubs have become a lively and active part of student life. They meet regularly and include DAFI alumni in their activities, they provide help and orientation for new students, organize trips, retreats and excursions, publicize books or booklets in which they share their experience as refugees, participate in World Refugee Day anniversaries and assist in refugee community learning activities in many ways. Some clubs have established partnerships with NGO's and universities beyond UNHCR and implementing partners, and benefit from partner support and activities.

5. Budget and Finance in 2009

Contributions received in 2009

The annual contribution received by the German Ministry of Foreign Affairs was EUR 3,901,000 at a total value of USD 5,580,829.76 (January 2009 exchange rate). At the request of the donor, a majority of funds was allocated to scholarships in Africa. Initially, USD 5,363,456 was allocated to UNHCR country offices and partners, while USD 529,661 was kept for the management of the DAFI program in HQS. In 2009, the post of Education Officer was vacant for half of the year, thus, administrative costs in UNHCR Headquarters were lower than expected.

The 2009 contribution was supplemented by a carry-over of unspent funds and budget adjustments from 2008 of USD 1,076,997 which added up to a total available budget of USD 6,657,827 for the operational budget in mid-year 2009. 88% of this budget allocated to country offices was spent in 2009.¹¹ An unspent balance will be carried over into the financial year of 2010.



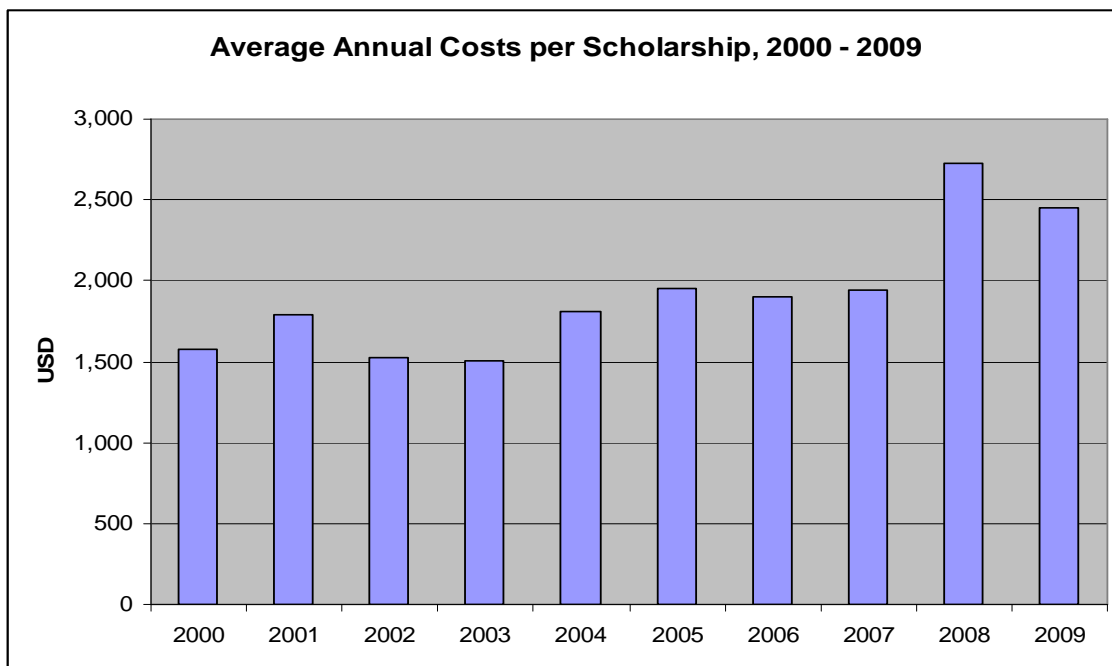
Costs of Scholarships in 2009

DAFI scholarships cover registration and tuition fees, living allowances, book and clothing allowance, and transport costs if necessary. In addition, and depending on the need, practical assignments which are related to the studies can be financed. As costs of living differ from country to country, the allowances are determined by the local UNHCR offices, but screened and approved by Headquarters. Similar to the funding projections mentioned in the previous chapter, the living costs in the countries of study expressed in US Dollars also depend on price fluctuations due to exchange rate variations. Inflation and rising food prices also influence the financial requirements of students. The cost of living, therefore, is

¹¹ The number of suitable and eligible applicants was limited, and capacities of field offices and places at universities were insufficient to substantially increase the number of students in 2009.

re-assessed in the Mid-Year review at HQs. As a general standard, support levels should ensure that students can enjoy a modest but decent standard of living, and have the minimum means to complete their studies.

The larger part of the scholarship covers institutional fees (registration, course fees, examination fees, etc.) for the DAFI student. During the past years, increases in academic fees and costs of living have contributed to an upward trend in scholarships costs¹². As compared to 2008, however, average scholarship costs have decreased globally by 10% in 2009.



Looking at different regional operations, it is noteworthy that the average costs of scholarships in Africa have slightly increased to an average of USD 2,749, as compared to 2008 (USD 2,729; see graph below). The main reasons for the higher costs in Africa are the operations in Botswana (USD 6,732), South Africa (USD 4,509), Ghana (USD 4,288) and Kenya (USD 3,562). The quality of academic education in these countries justifies the high costs, but will be carefully balanced against the benefits of providing scholarships for a lower number of students. In a majority of asylum countries, refugee students are charged on par with national students. The issue of international students' fees for refugee students will be rigorously followed up in collaboration with the German Embassies and UNHCR Country Representations.

The average annual scholarship costs in Latin America have increased by 11%, in Europe by 12%, and in Asia by 7%. Average annual scholarship costs in the Middle Eastern Region increased by 20% as compared to 2008. This is mainly due to a higher enrolment of Iraqi students at the German-Jordan University in Amman.

Reasons for the increase of average scholarship costs are various, but the start of a master course for 110 students in Africa (in Ghana, Kenya, Rwanda, Senegal, South Africa, Tanzania, Uganda and Zambia) has surely contributed to this increase. As a result of the higher costs in Africa, over 68% of the DAFI funds are spent on 65% of the students.

¹² Excluding HQ administrative costs, but including implementing partner costs, costs for workshops and local travel. Also compare footnote 7.

The graph below shows the average cost of DAFI scholarship per region in 2009:



6. DAFI Programme Priorities in 2010

DAFI Students Transfers

In regions in which UNHCR has scaled down its presence, DAFI Programmes are implemented in *focus countries* to allow access to scholarships for higher education for refugees who were affected by closures of UNHCR operations. For instance, the three main offices in West Africa, i.e. Benin, Cameroon and Senegal for Francophone, and Ghana for Anglophone Africa are covering regional requests for scholarships from other countries (e.g. from Burkina Faso, Niger, Mali, Côte d'Ivoire, Togo and Guinea). In some countries, the quality of higher education has deteriorated or is questionable. Hence, deserving refugee students who want to continue their education after attending secondary schools either in camps or in national schools may have been excluded from participating in the DAFI programme. In other cases, the language of study may justify a transfer of refugee students.

This strategy is integrated into the revised DAFI Policy and Guidelines, with the aim of offering equal chances to all eligible refugee students in countries for which this regional approach is implemented. However, considering the protection risks involved and legal implications, the transfer of refugee students should always be a *second option* preferably to nearby countries.

Student transfers from the Western Africa region (Burkina Faso, Guinea, Mali, Niger) which started in 2000 when UNHCR phased out a number of smaller operations, will be carefully reviewed in light of the application of the 'cessation clause' for refugees who are no longer eligible for protection and assistance.

A transfer of 10 students originating from the Central African Republic took place in 2008 from refugee camps in Southern Chad to Cameroon, and continued with ten newly selected students from the Central African Republic in 2009. In 2010, the transfer of students to Cameroon will be evaluated, before any further transfers are authorized by Headquarters.

In 2009, requests for a transfer of applicants for DAFI scholarships have been received from camps in Eastern Chad and Djibouti. In Eastern Chad, Sudanese refugee students have benefited from secondary education by distance learning, introduced by the Refugee Education Trust (RET). Some 200 students, who have passed their exams by end of 2008, are asking for scholarship opportunities to further their education. If funding permits, and the language proficiency of the students is satisfactory, a transfer of some students to universities in Nigeria may be considered.

In Djibouti, a number of Ethiopian and Somali refugees in the camp have been applying since 2008 for DAFI scholarships. As the provision of scholarships involves a transfer of students to Anglophone tertiary institutions, most likely in Kenya or in Uganda, the procedure of certification, testing and enrolment had not yet been finalized in 2009.

Impact Monitoring of DAFI Graduates

The 2007 Impact Study showed that 95% of DAFI Graduates participating in the study were successfully employed, with over 70% in development-related sectors.¹³ In general, DAFI Scholars make important contributions to the reconstruction and development of the country of origin or the refugee community as well as host country, when repatriation is not immediately feasible. Furthermore, DAFI Graduates serve as important role models to other

¹³ Source: Tertiary Refugee Education, Impact and Achievements, 15 Years of DAFI, 2007.

refugee (school) students. This is true especially for female students, who can greatly contribute towards keeping other girls in school.

As more and more DAFI Scholars graduate and return to their home countries to contribute to an often difficult reconstruction process, it is important for all parties involved to remain in contact with the DAFI Alumni and to give them the means to network, exchange experiences, and enhance their chances to find employment. In 2008, a particular focus had been given to strengthening alumni initiatives on the country level aiming at a systematic follow up on DAFI Graduates, and an active involvement of present and former scholars.

For example, the DAFI Club in Benin organized an annual retreat involving current and former DAFI Scholars, secondary graduates, the German Embassy and the National Agency for Employment. The retreat provided a dynamic platform for all participants to exchange experiences, gain information about tertiary education as well as the DAFI Programme, and participate in courses on CV writing and career counseling.

In Tanzania, the Scholars have established DAFISOTA (DAFI Scholars in Tanzania) with different chapters at each of the 16 universities. At the start of the academic year, members of DAFISOTA welcome the new Scholars at their university and organize an orientation week.

In Kenya, DAFI Graduates have established a strong network among the returnees to Southern Sudan. Many of them have filled positions in the Southern Sudanese official structure, as well as in local and international organizations.

After having successfully established active DAFI Clubs in some major operations, DAFI Alumni Work in 2009 will focus on linking local initiatives across country borders and on sharing best practices with other DAFI operations and partners.

DAFI for Return

The new programme agreed to by the donor contributes positively to repatriation operations. At the same time, it addresses the long-standing debate over the question of whether higher education hampers the repatriation of students and their families. '*DAFI for Return*' has been successfully implemented in Burundi and in Mauritania since 2008, and Zambia and DRC have started to provide scholarships to returnees from camps in Zambia in October 2009.

The option to apply for scholarships has been announced in Congolese camps in Zambia, and many eligible young refugees have applied. They were informed that a DAFI scholarship will be available when the student has been accepted, and is enrolled at the University of Lubumbashi (Katanga Province). By October 2009, 25 students had been enrolled with the full support by the UNHCR Sub-Office in Lubumbashi.

A similar option of providing scholarships for return is considered in South Sudan. However, a planned assessment of the capacity of the university In Juba in South Sudan to determine the future plan of action could not be undertaken due to issues beyond the control of UNHCR.

DAFI Data Base

The ACCESS-based student data base as the future data management system for DAFI needs refinement, testing and improvement to further enhance its user-friendliness and reliability in 2010.

Iraqi Students in Jordan

Upon agreement with the university, the German Embassy and UNHCR, 20 students from Iraq are studying at the German-Jordan University in Amman. Their study duration is five years, during which they have to spend their 4th year in Germany (at the Magdeburg Technical University), and return for the final year to the GJU in Amman. DAFI funding does not allow the payment of overseas study fees, therefore, an agreement with the DAAD (German Academic Exchange Service) to cover the costs of the 4th year for these students has been sought. The DAAD (German Academic Exchange Service) has covered the costs of three students who left for their 4th year in Germany, but a solution will have to be negotiated for future students to guarantee the continuation of their studies at the GJU.

Expanding Funding for Tertiary Education

The DAFI Scholarship Programme has earned a solid reputation in and outside UNHCR, and has achieved an impressive impact in post-conflict countries, in which qualified human resources are key in assisting home communities in recovery, rehabilitation and reconciliation efforts. Outstanding recent examples are DAFI graduates from Liberia and South Sudan who have returned to their homes and taken up professional responsibilities in health services, education and governance. In 2010, fund raising materials will be produced for collaboration with the Private Sector Fundraising Section in UNHCR, and other opportunities will be taken to lobby and fund-raise for university scholarships for refugees worldwide.

Annex: Financial Statements

DAFI 2009 Annual Report: Financial Statement (1998-2009)

YEAR	CARRY-OVER	CONTRIBUTION	OTHER INCOME*)	TOTAL	EXPENDITURE	HQ ADMIN COSTS	TOTAL EXPENDITURES	SHORTFALL/SURPLUS	IMPL. RATE
1998	143.00	2,303,909.00	44,590.00	2,348,642.00	2,046,501.00	195,958.00	2,242,459.00	106,183.00	95%
1999	106,183.00	2,119,404.00	67,218.00	2,292,805.00	2,000,000.00	217,226.00	2,217,226.00	75,579.00	97%
2000	75,579.00	1,722,903.00	92,112.00	1,890,594.00	1,929,265.00	174,258.00	2,103,523.00	(212,929.00)	111%
2001	-	1,665,136.00	29,903.00	1,695,039.00	1,984,953.00	193,066.00	2,178,019.00	(482,980.00)	128%
2002	-	1,545,769.00	210,228.00	1,755,997.00	1,572,221.00	199,642.00	1,772,063.00	(16,066.00)	101%
2003	-	2,142,949.00	104,829.00	2,247,778.00	1,846,565.00	227,529.00	2,074,094.00	173,684.00	92%
2004	173,684.00	2,134,870.00	50,913.00	2,359,467.00	2,067,205.00	239,043.00	2,306,248.00	53,219.00	98%
2005	53,219.00	2,233,653.00	70,146.00	2,357,017.00	2,055,754.00	249,878.00	2,305,632.00	51,386.00	98%
2006	51,386.00	2,043,966.00	44,215.00	2,139,568.00	2,028,902.00	201,552.00	2,230,454.00	(90,886.00)	104%
2007	-	2,280,143.00	-	2,280,143.00	2,089,372.00	237,228.00	2,326,600.00	(46,457.00)	102%
2008	-	5,322,157.00	-	5,322,157.00	3,979,548.77	265,700.40	4,245,249.17	1,076,907.83	80%
2009	1,076,997.00	5,580,830.00	-	6,657,827.00	5,363,456.00	529,661.00	5,893,117.00	764,710.00	88%

*) including unspent balances from previous year, carry-over, reconciliation and any other income or additional funding in 2009.

**UNHCR**United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

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R: DAFI Reporting 2008

31 July 2009

DAFI - German Academic Refugee Initiative Albert Einstein

Financial Report for 2009

Contribution from the Federal Republic of Germany	Euro	3,901,000
	Equivalent in USD	5,580,830
Carry over from 2008	USD	1,076,997
Total funds available from the Federal Republic of Germany	USD	6,657,827
Field Expenditures DAFI Scholarships (as of 31/12/09)	USD	5,363,456
HQ Administrative and Staff Costs (ABOD)	USD	529,661
Total Expenditures as of 31/12/2009	USD	5,893,117
Unspent Balance from 2009	USD	764,710

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

- effected in strict accordance with the financial rules and regulations of UNHCR currently in force;
- examined in a comprehensive internal control procedure on the basis of the financial rules and regulations applicable to UNHCR currently in force and subject to the UN internal audit.



030506.jpg

Russia / An afghan student in Russia studying medical sciences with the help of a DAFI scholarship. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / October 2008



030505.jpg

Tajikistan / Newly admitted DAFI students from Afghanistan and Chechnya at the reception in Tajikistan. DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / A. Federov / August 2009



030504.jpg

Tajikistan / Two of the newly admitted DAFI students from Afghanistan and Chechnya holding their scholarship award certificate. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / A. Federov / August 2009



030503.jpg

Burundi / students who have returned to their home country and received a DAFI scholarship. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / October 2008



030502.jpg

Ethiopia / DAFI Students from Somalia at the Nursing College in Jijiga, Ethiopia. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / June 2009



030501.jpg

Egypt / A DAFI graduate from Somalia who studied in Egypt. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / October 2009



030500.jpg

Panama / DAFI students from Colombia at the graduation ceremony in Panama. / DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / October 2008



030499.jpg

Pakistan / A workshop with DAFI students held in Peshawar, Pakistan. DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / October 2008



030498.jpg

Yemen / DAFI students from Somalia in Sanaa, Yemen. DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR / February 2009



030497.jpg

Botswana / DAFI graduates of the UNISA Distance Learning Programme in Botswana. DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically inclined refugees for 16 years. / UNHCR photo / August 2009



030496.jpg

Tajikistan / New DAFI students from Afghanistan and Chechnya at a scholarship award ceremony in Tajikistan attended by a government official, the UNHCR representative and a representative of the German Embassy. DAFI, the Albert Einstein Academic Refugee Initiative, is funded by the German government and has been providing higher education to academically



028286.jpg

Burundi / Returnees with their inscription documents for university. They were the first returnees to benefit from UNHCR's German-funded DAFI-scholarships, usually given to refugee students. / Bujumbura / UNHCR / A. Kirchof / June 2009



22196.jpg

Burundi / A group of 40 young Burundians became the first returning refugees to be granted university scholarships by UNHCR when they matriculated this week as students at Bujumbura's Université Lumière. Here, five of the future students proudly show their inscription documents for Bujumbura's "Université Lumière". / UNHCR / A. Kirchof / 2008



20118.jpg

Ethiopia / DAFI program / Makuei Joseph Magai (right) and Simon Pech hold their college diplomas. They plan to help rebuild South Sudan. / UNHCR / K.G. Egziabher / July 2007



09843.jpg

Ecuador / Diocelina, a Colombian refugee and DAFI scholarship recipient, shares her knowledge of computers with fellow Colombian refugees and local people alike in the small town of Lago Agrio, Ecuador. / UNHCR / C. Rodriguez / 2006



06620.jpg

SOUTH AFRICA / A Rwandan refugee, who after having worked in the port city of Durban for several years as a car guard, was awarded a DAFI scholarship to pursue studies in medicine. She passed her nursing exams *summa cum laude* and is now at the position of "Sister" at City Hospital in Durban. / UNHCR / P. Rulashe / March 2004

DAFI Success stories 2009/2010

(1) German scholarship widens options for refugees in Russia

News Stories, 30 December 2008

MOSCOW, Russian Federation, December 30 (UNHCR) – When she first arrived in Russia from Iraq at the tender age of 12, she had nothing – no money, no friends, no way to communicate and no roof over her head. Eleven years later, Amal is studying to become a doctor, thanks to a scholarship funded by the German government.

She still shudders when she remembers the day her parents, brother, sister and herself found themselves completely lost in the snowy streets of St. Petersburg. But she has come a long way since then.



Iraqi refugee Amal (right) joins other DAFI scholarship students in a training session on professional and social integration.

"Until the last moment I could not believe that I would be lucky to fulfil my dream and receive a university education here in Russia," said Amal, now 23 and living in Moscow with her family. "It was the DAFI programme that helped me."

DAFI is the Albert Einstein Academic Refugee Initiative that since 1992, has been funded by the Foreign Office of the Federal Republic of Germany and implemented in a number of host countries, among them Russia. The primary objective of this programme is to help deserving young refugees to pursue professional qualifications geared towards future employment and social integration in host countries or upon return to their home countries.

From 1994 to 2001, 170 young refugees in the Russian Federation and the Republic of Belarus benefited from the programme. Since 2002, it has run only in Russia, helping 185 students and post-graduate students to graduate from universities and colleges in Moscow, St. Petersburg and other regions of Russia.

In 2008, the DAFI programme is benefiting 26 scholars in the educational institutions of Moscow, St. Petersburg, Ivanovo, Belgorod, Volgograd, Kalyazin and Makhachkala. The majority of scholars come from Afghanistan and African countries, with smaller numbers from the Middle East and Asia.

Support is provided through either monthly scholarships or payment of tuition fees through contracts with educational institutions. The support may also include partial remuneration of transportation costs or lump-sum payments to last-year students to formalize their graduation papers.

The scholar selection process prioritizes talented candidates who intend to pursue education in applied sciences, such as computer technologies, education, medicine, pharmacology, engineering, construction, agriculture, chemical technologies, and communications.

Some scholars have more than one specialty. Lemma was two when she and her entire family came from Afghanistan to Moscow. All family members – parents, a sister and two brothers – have refugee status in Russia. Now 21, she works as a nurse in the outpatient clinic of Magee WomanCare

International, UNHCR's partner organization that provides medical services to refugees and asylum-seekers.

"I received my education as a medical nurse through the DAFI scholarship and now work in my specialty," said Lemma. "However, I continue with my studies, this time by correspondence as a law student. I need legal knowledge, as I help translate when courts consider appeals from my compatriots to refusals from migration services about granting asylum."

In addition to providing scholarships, the DAFI project in Russia is also a youth club for refugee children. Scholars, graduates and prospective candidates from among senior pupils traditionally meet several times a year. Trainings in professional and social integration are conducted to provide support in future job placement.

All scholars are members of the DAFI international Internet club that has its own website, "Education for Refugees" (www.refed.org). The site allows them to share stories about themselves, their friends, academic progress and problems encountered. They may also find friends in other countries and acquire other useful information.

By Vera Soboleva in Moscow, Russian Federation

Rwandan refugee qualifies as a doctor thanks to DAFI Programme

30 January 2009

NEWCASTLE, South Africa, January 30 (UNHCR) – Egide Ndayishimiye, a Rwandan refugee who found safety in South Africa, has now added the title doctor before his name thanks to the DAFI scholarship programme funded by Germany and managed by UNHCR.

"I am happy to inform you that I have managed to pass all blocks of my final year and I qualified as a doctor," he wrote to UNHCR this month. "I will be doing a two-year internship programme at Madadeni/Newcastle Complex. I don't know how to express my gratitude but I really want to say that you helped me a lot and that without DAFI assistance my life would have been different."

Through the Albert Einstein German Academic Refugee Initiative (DAFI), UNHCR provides scholarships to qualified refugees for studies at universities and colleges in more than 35 countries of asylum and, recently, countries of return. Dr. Ndayishimiye had received a DAFI scholarship to study medicine in South Africa at the Nelson R Mandela School of Medicine at the University of KwaZulu Natal.

The DAFI programme was set up by Germany in 1992 and is a vital part of UNHCR's strategy to promote self-reliance and durable solutions for refugees. It is often the only option available for refugees to continue to tertiary education.

Thanks to their areas of expertise, DAFI graduates can provide crucial contributions to the refugee community as well as the reconstruction of their countries. The results have been highly positive: 95 percent of DAFI graduates are in jobs, with more than 70 percent in sectors relevant to the development of their countries.

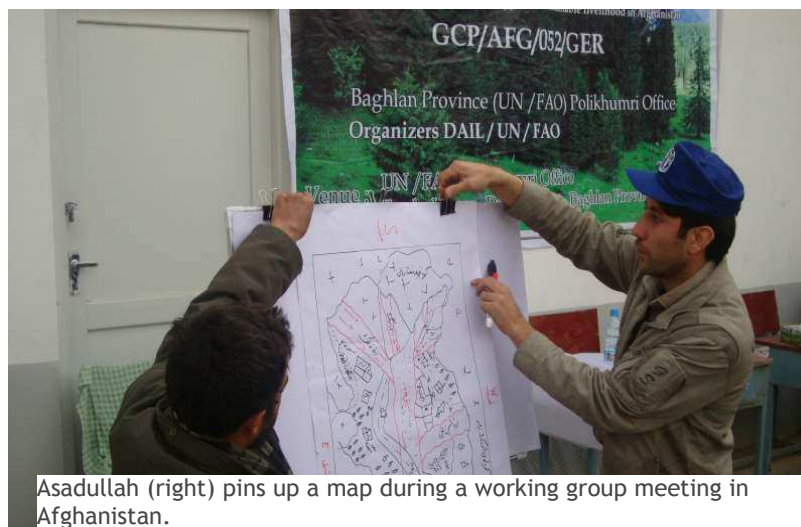
In recognition of the impact these graduates can have, the German government increased its funding for the programme last year from US\$2 million to almost \$5 million. That allowed UNHCR to increase the number of scholarship holders to 1,700 refugee students.

In 2007 1,082 students originating from 30 different countries had received support. The students – 58 percent of them men – were mainly studying in Africa or Asia although there were also some scholarships provided in Eastern Europe and Latin America.

Depending on the needs and the resources available to individual UNHCR country operations, scholarships can cover both the costs of tuition and living expenses. Selection of the candidates is carried out by UNHCR – with assistance from its operating partners – and the German government.

(3) DAFI helps refugee agronomist contribute to growth of Afghanistan

ISLAMABAD, Pakistan, February 26 (UNHCR) - Asadullah Salarzai thought his chances of becoming a qualified agronomist were over when his brother was killed in southern Afghanistan five years ago. His sibling, aid worker Hayatullah, was the family breadwinner when he was shot dead in the city of Kandahar.



Asadullah (right) pins up a map during a working group meeting in Afghanistan.

At the time, Asadullah and most of his family were living in Toor refugee camp in northern Pakistan. His parents had fled to Pakistan in the early 1980s during the Soviet occupation of Afghanistan and ensuing civil war.

The 24-year-old was born in the camp and studied at a local school. By the time he reached his late teens, he knew that he wanted to study agriculture at university and then go to Afghanistan to help in the reconstruction of the conflict-battered country.

Then the family tragedy struck. The brother had regularly remitted money to the family in Pakistan, and some of this was used to fund Asadullah's education. "My dream of studying agriculture seemed to be over," he recalled.

But then he thought about the Albert Einstein German Academic Refugee Initiative, or DAFI, under which thousands of refugees – including his slain brother – have pursued a higher education. Funded by the German government and run by UNHCR, the programme aims to promote self-sufficiency among refugees and boost their chances of finding a durable solution.

Asadullah applied in 2006 and was given a grant to study for a bachelor's degree in agricultural entomology at universities in Faisalabad and Peshawar. He graduated three years later and now works in Afghanistan as a natural resources management officer for the UN Food and Agriculture Organization.

He visits villages in five northern provinces – Kabul, Kunduz, Badakhshan, Baghlan and Mazar-e-Sharif – and advises the farmers on the best agricultural techniques, particularly for pest control and cultivation of almonds, walnuts and pistachio trees. "I am really enjoying working for my own people and sharing my experience with them and giving them advice on how to better manage their crops," said Asadullah, who talked to UNHCR during a recent trip to Peshawar to visit his family.

Asadullah is one of more than 650 Afghan refugees in Pakistan who have benefitted from DAFI since the programme was set up in 1992. They were awarded scholarships to study a wide range of subjects for terms ranging from one to four years. Afghan refugees in Iran have also won DAFI scholarships.

And as Nasir Sahibzada, a UNHCR programme assistant in Peshawar, pointed out, "Some of the DAFI-assisted students are now serving in Afghanistan in key positions." He noted that DAFI students serve as a role model in the Afghan refugee community. "DAFI is a window of hope and a tool for change, peace and reconstruction," Sahibzada said.

Meanwhile, a grateful Asadullah is trying to give something back. Aware of how important the DAFI scholarship was in helping him achieve his goal of becoming an agricultural expert, Asadullah is paying to provide an education for two Afghan orphans living in Toor camp. One is studying for an economics degree at the University of Peshawar and the other is at a school near the camp.

There are more than 1.7 million registered Afghans still living in Pakistan. Some 3.5 million have returned home with UNHCR help since 2002. Asadullah hopes to one day take his own family back to their native village in Kunduz, but Pakistan – the place where he was born and bred – will always have a special place in his heart.

By Rabia Ali in Peshawar, Pakistan

(4) Somali DAFI graduates return to school to teach other refugees in Kenya

Making a Difference, 20 April 2010

NAIROBI, Kenya, April 20 (UNHCR) – Three Somali graduates of UNHCR's unique higher education scholarship programme went back to school this month to pass on their knowledge to a younger generation of refugees in Kenya.

Aden Yusef Mohamed, Ahmed Aden Hasan and Hish Mohamed Maow have spent the past two years studying at the Nakuru Teachers Training College thanks to grants provided under the Albert Einstein German Academic Refugee Initiative, or DAFI as it is more commonly known.



The DAFI students at their recent graduation ceremony in Nakuru.

The programme was launched in 1992 and is sponsored by the German government, which last month signed an agreement with UNHCR to continue their cooperation on DAFI.

The newly qualified teachers have started working at primary schools in the sprawling and crowded Dadaab refugee complex in north-east Kenya. The three camps at Dadaab are home to almost 300,000 mainly Somali refugees. Aden, Ahmed and Hish all completed their primary and secondary education in Dadaab.

Ahmed, aged 27, said studying in Nakuru had been an eye-opening and immensely rewarding experience after spending most of his life in Dadaab. "I had never seen a bank before and had to ask one of my fellow students to explain to me how to withdraw money," he revealed.

His colleague Hish, in his 20s, was equally enthusiastic about the experience. "Thanks to DAFI, we gained so many experiences and made many Kenyan friends," he told UNHCR at his graduation ceremony in Nakuru. This changed our ideas of what we can achieve in life."

Now these young men want to try and help other Somali refugees get the same opportunity as they did to study at tertiary level and establish a solid platform for a better future.

"Our education does not only help us, but also our community and the community hosting us. I found it very rewarding to be able to teach the next generation, and hence contribute to a better future for Somalis and Somalia," said Aden.

Having graduated from the teacher training college among the top 20 of the 500 students in their year group, all three young men hope to continue learning and studying to become secondary teachers in the near future.

An estimated 12,000 refugees have benefitted from DAFI scholarships since the programme was launched in 1992. They were awarded scholarships to study a wide range of subjects for terms ranging from one to four years at universities, colleges and polytechnics in their host countries.

More than 30 countries, including Kenya, are currently taking part. Around 100 refugees have completed courses in Kenya under DAFI scholarships and joined an important alumni association.

In 2008, the programme started offering scholarships in their countries of origin to refugees considering repatriation. The DAFI programme contributes to skills development, empowerment and academic achievement as part of a broader UNHCR strategy of promoting self-reliance and durable solutions for refugees.

By Andrea Koelbel in Nairobi, Kenya