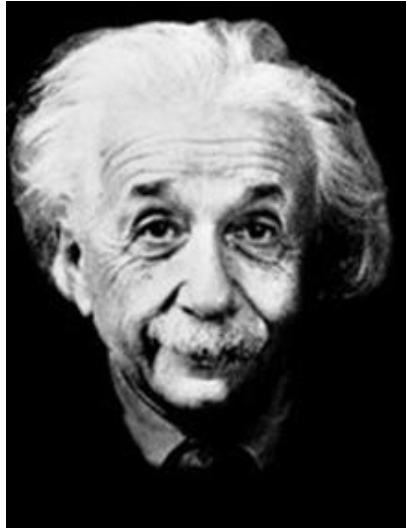




**Annual Report on the DAFI Programme  
(Albert Einstein German Academic Refugee Initiative)  
2010**







**Albert Einstein** was born in 1879 in Ulm, Germany and died in 1955 in Princeton, USA. He is famed for his work in theoretical physics, particularly for his theory of relativity, which revolutionized the knowledge of space and time in natural sciences in the 20<sup>th</sup> century. In 1921, his contributions to the field were recognized with a Nobel Prize. After his open protest against human rights violations of Jewish citizens in Germany, he left the Prussian Academy of Science in Berlin and moved to Princeton, USA. Throughout his lifetime, he remained a scientist with a social conscience, pleading for the peaceful use of nuclear power after 1945.

### ***Knowledge is key to development***

As the *Albert Einstein Academic Refugee Initiative (DAFI)* enters its 19<sup>th</sup> year of existence, the Office of the United Nations High Commissioner for Refugees (UNHCR) expresses its appreciation of the renewed commitment by the Foreign Office in Berlin of the Government of the Federal Republic of Germany (Referat 604 - Research and Higher Education) to this innovative programme. Since its inception, DAFI has played an important role in the pursuit of durable solutions by helping thousands of refugees gain the skills and education needed for successful repatriation and local integration. Countless graduates have contributed to national and community-level development as working professionals in their host countries and countries of origin.

In close cooperation with German Embassies, NGO partners and universities worldwide, UNHCR was able to support over 1900 deserving young refugee students in 2010 to obtain their post-secondary education through the DAFI programme.

We would like to express our sincere gratitude 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, and to the national and international NGO partners who have supported DAFI programme implementation. The success of the DAFI Programme would not have been possible without their commitment.

Education Unit, Division of International Protection (DIP)  
UNHCR Geneva

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*Cover photo: Burundi/Returnees with their inscription documents for university. They were the first returnees to benefit from UNCHR's German-funded DAFI scholarships under the DAFI for return initiative/Bujumbura/UNHCR/A. Kirchof/June 2009*

## 1. Executive Summary and Overview 2010

Since its inception in 1992, the *Albert Einstein Academic Refugee Initiative (DAFI)* has played an important role in preparing the way for durable solutions by helping thousands of refugees to gain the skills and education needed to support successful repatriation and local integration. Countless graduates have contributed to national and community-level development as working professionals and leaders in their host countries and in their countries of origin.

The Ministry of Foreign Affairs of the German Government continued to honour its commitment to fund the DAFI Scholarship Programme in 2010. In close cooperation with German Embassies, NGO partners and universities worldwide, the programme supported more than 1900 promising young refugee students to continue their studies in post-secondary education in 37 countries in 2010.

As a result of the global financial crisis, the annual contribution to DAFI was reduced by 13% this year. As a consequence, financial support was provided essentially to on-going DAFI scholars to continue with their studies. For the first time since the programme began, only a very limited number of new scholarships were granted to students to replace those who dropped out or resettled. A small programme benefiting 13 students was initiated in Belarus, Moldova and Ukraine.

In 2010, the following 37 countries participated in the DAFI Programme:

- **In Africa:** Benin, Botswana, Burundi, Cameroon, DRC, Eritrea, Ethiopia, Ghana, Kenya, Mozambique, 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 Middle East and North Africa:** Algeria, Egypt, Jordan, Mauritania, Syria, Yemen.
- **In Central and South America:** Ecuador, Panama.
- **In Europe:** Azerbaijan, Belarus, Georgia, Moldavia, the Russia and Ukraine.

### Programme objectives

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. Specific objectives include the following:

- **achieve self-reliance** of the sponsored student and his/her family through gainful employment;
- **develop qualified human resources** among refugees and build their capacity to contribute to the reconstruction of the country of origin upon repatriation;
- **contribute to the refugee community** pending a durable solution or repatriation;
- **integration**, temporary or permanent, through university qualification and improved access to the labour market in the host country, if repatriation is not yet possible;

- **provide a role model** for refugee students in primary and secondary schools and motivate particularly female students to continue their education.

## Achievements

In 2010, a total of 1,911 scholarships were provided for refugee students worldwide through the DAFI programme. Of these recipients, 92 dropped out for a variety of reasons, 17 were resettled and 344 graduated, leaving 1,458 students in the programme at the end of 2010.

DAFI graduates make important contributions to the development of refugee communities by working in refugee camps as teachers, health and community workers. Reports from Ethiopia, Ghana, Kenya, Namibia, Sudan, Tanzania and Uganda – among many others – demonstrate the synergies between investment into higher education and community development. At least half of the countries with DAFI projects report of graduates who have found employment in their host country (e.g. Kenya, Zambia) or in their country of origin.

There was continuous progress in 2010 by UNHCR Country Offices and Headquarters in implementing measures to allow for the systematic follow-up of graduates. A beta version of database of on-going and graduated students, including their personal e-mail addresses, was established and employed in 2010, allowing for the follow-up and tracing of graduates by online communication in future. Virtual communication was further bolstered by the creation of a DAFI website for all students and alumni ([www.dafischolars.org](http://www.dafischolars.org)) which has been increasingly used by scholars as a social networking tool to exchange ideas and resources.



A majority of UNHCR field offices have also initiated alumni activities. These social gatherings and joint activities of students and graduates offer a platform for exchange and motivate students to keep in contact with their peers and UNHCR Offices.

In preparation for the 20<sup>th</sup> Anniversary of the DAFI 2012, UNHCR is developing advocacy materials and planning events, both in Headquarters and in Field Offices, to raise awareness and interest in support of the DAFI programme.

At a time when the needs for tertiary education have never been so high, and widely recognised, UNHCR is looking forward to strengthening its partnership with the German Government to further support durable solutions through tertiary education.

***Some key facts and figures for 2010:<sup>1</sup>***

|                      |   |
|----------------------|---|
| Number of students:  | 1,911   |
| Male/Female ratio:   | 60% male; 40% female  |
| Countries of study:  | DAFI students enrolled in courses in 37 countries.  |
| Countries of origin: | Refugees on DAFI scholarships originate from 38 countries.  |
| Length of studies:   | Between three and five years.   |
| Main study subjects: | Commercial and Business Administration, Social and Behavioural Science, Medical Sciences and Health-Related Studies, Mathematics and Computer Sciences, Natural Sciences, Engineering, Education Science and Teacher Training, Humanities, Agriculture, Forestry & Fisheries, Law |

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<sup>1</sup> For details please see the Country Fact Sheets 2010 starting on page 34.

## 2. Introduction

The Albert Einstein German Academic Refugee Initiative (DAFI) is a widely known and recognized programme among UNHCR Offices, German Embassies, universities, donors to UNHCR and refugees themselves. DAFI was launched in 1992 with funding by the German Ministry of Foreign Affairs. This funding has become a reliable annual contribution to support promising young refugees in their quest for tertiary education. Over the past 18 years, the German Government has funded this programme with an approximate accumulated contribution of over USD 47.3 million, enabling approximately 6,000 refugees worldwide<sup>2</sup> to receive a university education. The Government's annual contribution doubled in 2008, allowing for an increase of around 700 students; funding remained stable in 2009, and was then reduced in 2010.

The past decade has seen a global trend in accelerating investments in tertiary education. At present, one quarter of international aid to the education sector in Sub-Saharan Africa is targeted to higher education representing a recognition of the importance of higher education for long-term development.<sup>3</sup> Investments in higher education in Asia, in particular, have played a vital role in national and regional development by contributing to a highly skilled workforce. Development largely depends on the building of 'knowledge' and requires an incremental increase in access to higher (secondary and tertiary) education and qualifications to meet the demands of higher-level professional posts. There are strong arguments to include mobile populations in this global trend and ensure their access to higher education.

Refugees' access to university education is of even greater importance in protracted refugee situations. UNHCR defines a protracted refugee situation as one in which a large number of people remain in exile for five years or longer.

The average duration of a protracted situation is 17 years, during which time, if educational opportunities are not provided, an entire generation of refugees can lose the opportunity to develop their potential and widen their educational horizon. DAFI scholarships, though limited compared to the overall needs, can have a positive impact on protracted refugee situations by contributing to the realization of durable solutions, and providing refugees with important life-skills to assist them during displacement. UNHCR works around three durable solutions for refugees, namely repatriation, local integration and resettlement.

After almost 20 years, DAFI programme remains innovative in the way it contributes to refugee life. It has also proved to be an invaluable advocacy tool for promoting tertiary education. The programme generates good practices, additional support from other donors and motivation for more young people to continue their education in the community and also within families.

- ✓ Tertiary education scholarships motivate secondary students in camp schools and in urban settings, thus improving educational enrolment and retention.
- ✓ DAFI scholarships and university degrees assist refugees and their families to find qualified employment in their country of asylum.
- ✓ Returnees with a university education provide valuable qualified human resources and leadership for countries emerging from conflict. The return to South Sudan of DAFI graduates of Sudanese origin from Uganda, Kenya and Ethiopia since early 2011 exemplifies how university scholarships help to build a critical 'new leadership' in the reconstruction phase.

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<sup>2</sup> This figure is a rough estimate based on the number of newly admitted students between 1993 and 2010, assuming a 'turn-over' of students every four years, the common duration to obtain an undergraduate degree.

<sup>3</sup> Joel Samoff and Bidemi Carrol, "Conditions, Coalitions, and Influence: The World Bank and Higher Education in Africa," in *Annual Conference of Comparative and International Education Society* (Salt Lake City: Stanford University 2004).



- ✓ Qualified and highly educated refugees are more likely to obtain permanent residency, which may be a first step towards eventual local integration by the host government.
- ✓ Refugee presence at universities can play a powerful advocacy role in opening the doors of educational institutions and the minds of academics, helping to generate more awareness for refugee issues.

DAFI scholarships in Africa and elsewhere may also contribute to 'unlocking' protracted refugee situations by using scholarships as a strategic instrument in the pursuit of durable solutions, thereby negotiating permanent residence and work permits for academically qualified refugees in their host country. Though this is an individual solution on a small scale, past experience has shown that this avenue is on the increase. The Zambian Government, for example, has provided permanent residence and work permits to skilled refugees. The Government of Kenya has also been progressively open to issuing residence and work permits to qualified refugees. Such advancements merit further investigation, particularly in instances where humanitarian concerns are not foremost among the host country priorities and where there is a lack of qualified personnel in some fields of work.

In 2010, limited funding did not allow for an increase in the number of scholarships to meet the growing demands for higher education support. As a result of the global financial crisis, the annual contribution to DAFI was reduced by 13% this year. As a consequence, financial support was provided essentially to on-going DAFI scholars to continue with their studies. For the first time since the programme began, only a very limited number of new scholarships were granted to students to replace those who dropped out, but no new students were selected to replace those who graduated during the year. A small programme benefiting 13 students was initiated in Belarus, Moldova and Ukraine.

Information on the DAFI Scholarship Programme, on application and selection procedures is available on UNHCR webpage under Education ([www.unhcr.org](http://www.unhcr.org)). Scholarship information and personal stories of students and other interested scholars are posted online at [www.refed.org](http://www.refed.org).

The 2010 Annual DAFI Report provides a profile of beneficiaries by region, gender, country of origin and field of study. The country fact sheets in the Annex provide detailed information on how DAFI is administered in each country and an overview of labour market conditions for DAFI graduates.

## 2.1 Refugee Education Programmes in UNHCR

At the end of 2010, there were over 10 million refugees and people in refugee-like situations worldwide.<sup>4</sup> 38% of them were living in Asia and the Pacific, 21% in Africa, 8% in the Americas, 15% in Europe, and 18% in the Middle East and North Africa (MENA).

Approximately one-third of persons of concern to UNHCR are children and youth between 5 and 17 years of age. UNHCR has a commitment to ensure that they have access to education and are able to develop their potential. UNHCR's *Global Strategic Priorities 2010-2011* emphasize education as one of the basic needs and essential services: "*Boys and girls of concern have equal access to quality primary and secondary education, and the development of children and youth is supported*".<sup>5</sup> UNHCR education policy commitments state that "*UNHCR will advocate for tertiary education and will support the effective use of resources donated for this purpose*".

The provision of education to refugees, both in camps and in urban settings, is guided by the Education Strategy 2010 – 2012<sup>6</sup> and the Urban Policy.<sup>7</sup> The multi-year strategy sets out the main programme objectives of increased access and enrolment, improved quality of education and enhanced protection, and outlines how to achieve these goals. Building partnerships, developing the capacity of partners and enhancing advocacy, visibility and fundraising efforts are all crucial ways of strengthening education in refugee operations.

In 2010, the global enrolment rate to primary education in UNHCR operations worldwide was 76% (71% in camps; 67% in urban areas).<sup>8</sup> This left more than 178,000 children between age 6 to 11 years out of school. The Gross Enrolment Rate (GER)<sup>9</sup> of refugee children in school is below the UNHCR standard and does not meet the Education for All (EFA) goals or the Millennium Development Goals (MDG). It should, however, be noted that the primary enrolment rate has increased over the past 5 years. Enrolment rates in 2010 also varied largely between regions; the highest was in Asia and the Pacific region (88%), and the lowest was reported in Africa, particularly in Central Africa (68%) and in the Great Lakes region (61%). Gender parity in primary schools varied between regions and there were a few examples of gender parity including in the Americas and in Southern Africa.<sup>10</sup>

The global enrolment rate for secondary education in 2010 was 21% (22% in camps; 35% in urban areas, 17% for returnees), leaving 79% of refugees aged between 12-17 years old out of school. The 2010 UNHCR Standards and Indicators Report notes an overall decline in secondary enrolment since 2008. The highest secondary enrolment rates in UNHCR operations were in Africa, in Botswana, Democratic Republic of Congo, Eritrea, Ethiopia, Ghana, Kenya (camp/urban), Namibia, South Africa, Tanzania and Uganda. Secondary enrolment in the Middle East and North African (MENA) region was 39% overall, however, with marked differences between the Gulf countries and the returnee operation in Mauritania, where less than 5% of youth attended secondary school. The Asia and Pacific region had an overall secondary enrolment rate of 17%, with 43% in camps and 8% in urban areas.

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<sup>4</sup> UNHCR Global Trends 2010, Geneva, pp. 12

<sup>5</sup> UNHCR, *Global Strategic Priorities 2010-2011*; Geneva, 21 August 2009

<sup>6</sup> Education Strategy 2007-2009; Education strategy 2010 – 2012. UNHCR Geneva, September 2009

<sup>7</sup> cf. UNHCR Policy on Refugee Protection and Solutions in Urban Areas, Geneva, September 2009

<sup>8</sup> cf. UNHCR Geneva, DIP, Standard and Indicator Report 2010 (Draft SIR 2010), June 2011.

<sup>9</sup> Gross Enrolment Ratio is the total enrolment at a specific level of education, regardless of age, as a percentage of the population of the official age group corresponding to that level of education.

<sup>10</sup> The 7 reporting countries for Southern Africa are: Angola, Botswana, Mozambique, Namibia, South Africa, Zambia and Zimbabwe.

Additional private funding made available under the *NineMillion.Org Campaign* allows a number of UNHCR country offices to provide secondary education for young refugees. Among the countries receiving financial support from the *NineMillion.Org Campaign* are Bangladesh, Ivory Coast, Eastern Sudan, Eritrea, Ethiopia, Georgia, Guinea, and Yemen. In many other countries the *NineMillion.Org Campaign* supports education programmes through school rehabilitation efforts and sports activities, with special attention to girls and out-of-school youth.

Another UNHCR initiative in support of education and funded by private donors is the '*Community Technology Access (CTA)*' project which aims to promote access to information and communication technology (ICT) among refugees and returnees. New information technologies are crucial tools to build capacity, offer vocational and language training, and provide access to distance education. In 2010, the CTA set up computer centres for refugees and returnees in Argentina, Armenia, Azerbaijan, Bangladesh, Bulgaria, Georgia, Mauritania, Nepal, Rwanda, Uganda, and Yemen.

In 2010, UNHCR budgeted over USD 74,600,000 for education activities, including primary, secondary and tertiary. This figure represents a decline from 2008, when the education sector in UNHCR received record funding of USD 80.1 million. Global comprehensive needs in education were indicated to be in the range of USD 126 million for 2010, thus funding received was slightly over half of the estimated needs.

The education of refugees is necessary to support sustainable durable solutions and development. In this respect, the DAFI Programme is an integral part of the UNHCR Education strategic approach as it provides refugees with the education and skills needed to make invaluable contributions to their countries of origin and asylum. Additionally, DAFI 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 tertiary education.



**Above: A DAFI student who was invited to Germany under a programme "Go Africa ..... go Germany" in 2010 in a meeting with the President of the Federal Republic of Germany Christian Wulf in Berlin.**

### 3. DAFI Programme Implementation

#### 3.1. UNHCR Management of DAFI

The DAFI Scholarship Programme is coordinated in the Division of International Protection (DIP) in Headquarters by two staff members. Overall programming functions, i.e. annual budget allocation, monitoring of implementation and technical support and policy advice, and detailed budgeting and financial monitoring by country are centralized in Headquarters. Country offices are authorized to spend under a central cost centre. Regular monitoring and support missions to DAFI projects ensure their consistent quality and performance. In 2010, the Education Officer visited South Africa, Jordan, DRC (Katanga Province) and Zambia.

Country projects are implemented by UNHCR and its partners in countries of asylum, and recently, in countries of return. Slightly more than 50% of DAFI projects are implemented by partner agencies, who receive a small percentage (up to 7%) of administrative costs to cover staff salaries, travel and other related costs. The vast field presence of UNHCR in over 262 offices in 116 countries has certainly contributed to the widespread and good reputation of the DAFI Programme. Each operation nominates a *DAFI Focal Person* amongst 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 were implemented in 37 countries in 2010. Countries with small projects, below 10 scholarships, may be administered by a regional office, e.g. UNHCR in Kiev/Ukraine is managing scholarships in Belarus, Moldova and Ukraine. The UNHCR Office in Pretoria is also in charge of a small DAFI project in Mozambique. In 22 countries, UNHCR entrusted partner organizations with the implementation of DAFI projects, often non-governmental organisations (NGOs) working in the field of education in partnership with UNHCR. They add their expertise and knowledge of existing talents among refugees to the DAFI project. The decision on whether to engage an implementing partner is made by respective field offices depending on their overall capacity, the academic environment and the size of the DAFI Programme.

DAFI country projects are part of the annual programme and budgeting follows the UNHCR programme cycle from January to December. Initial budgets for the following year are submitted from the field to the Education Officer in Headquarters in November. Based on indication by the German government with regard to the level of its contribution, the first phase of the budget planning deals with ensuring that costs for continuing students are covered. Budgets for new students are then submitted separately and approved depending on available budget.

Annual DAFI budgets are reviewed in July (Mid-Year Review) to adjust budgets to the received donor contribution. Financial monitoring of DAFI projects in 37 countries is ensured by quarterly financial monitoring (MSRP expenditure reports centralised in UNHCR management system), and by annual reporting due by 15 February every year. Annual Reports provide a narrative overview of the operational context, as well as statistics, including student's biographical information, their chosen fields of study, and data on academic progress.

Implementation in UNHCR country offices is guided by the DAFI Policy and Guidelines (4<sup>th</sup> edition, October 2009)<sup>11</sup> which describe in detail the selection process of students, admission to university

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<sup>11</sup> DAFI Policy and Guidelines, 4<sup>th</sup> edition, UNHCR/OSTS; Geneva October 2009; also available at: [www.unhcr.org/](http://www.unhcr.org/)

and payment of fees, scholarship entitlements, monitoring of student performance, and reporting requirements.

### **3.2. Data Collection**

In 2010, for the first time, data generation and analysis relied on the beta version of an ACCESS-based database<sup>12</sup> managed in Headquarters. The management of annual statistical data is now supported by a central database, developed by the Division of Information Systems and Telecommunications (DIST) on the basis of ACCESS and in close collaboration with the Education Officer in Headquarters. The database includes all relevant information on individual students since 2007, and records student biographical data, information on their chosen field of study and degree, university of enrolment, start and expected end dates, academic progress reports, and students' contact details. The generation of data is based on pre-formatted excel sheets (one per country) which are imported into ACCESS. The excel sheet is comprised of all relevant data of DAFI sponsored students, which was previously collected in two forms and had to be calculated manually.

The database helps enhance the institutional memory of the DAFI programme and facilitate easy access to specific information. The ACCESS programme allows for information to be sorted according to selected indicators, for example the graduation year, programme of study, country of origin, or a combination of selected variables and indicators. This information facilitates annual and biennial budget planning for on-going students who continue to be supported under DAFI. The database has to be updated once a year, with data collected and entered at the field level for each country. The quality of the data is therefore dependent on the cooperation of field offices.

Limitations in data quality should be kept in mind when comparing more recent data with information collected prior to 2007. The 2010 data include all refugee students who have benefited from DAFI sponsorship at any time from 1 January to 31 December 2010. This period does not overlap with the academic year in the majority of countries, which runs from October to September. Hence, it may include students who have received a partial sponsorship, one-time assistance or a scholarship for a short period only. The number of students counted at the beginning of the year 2010 is 1,911; however, this number drops to 1,458 by the end of the year once graduates, drop-outs and resettled students are accounted for.

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<sup>12</sup> Microsoft Office Access, previously known as Microsoft Access, is a relational database management system from Microsoft that combines the relational Microsoft Jet Database Engine with a graphical user interface and software-development tools.

## 4. Results and Impact of the DAFI Programme in 2010

### 4.1 Overview of Key Indicators<sup>13</sup>

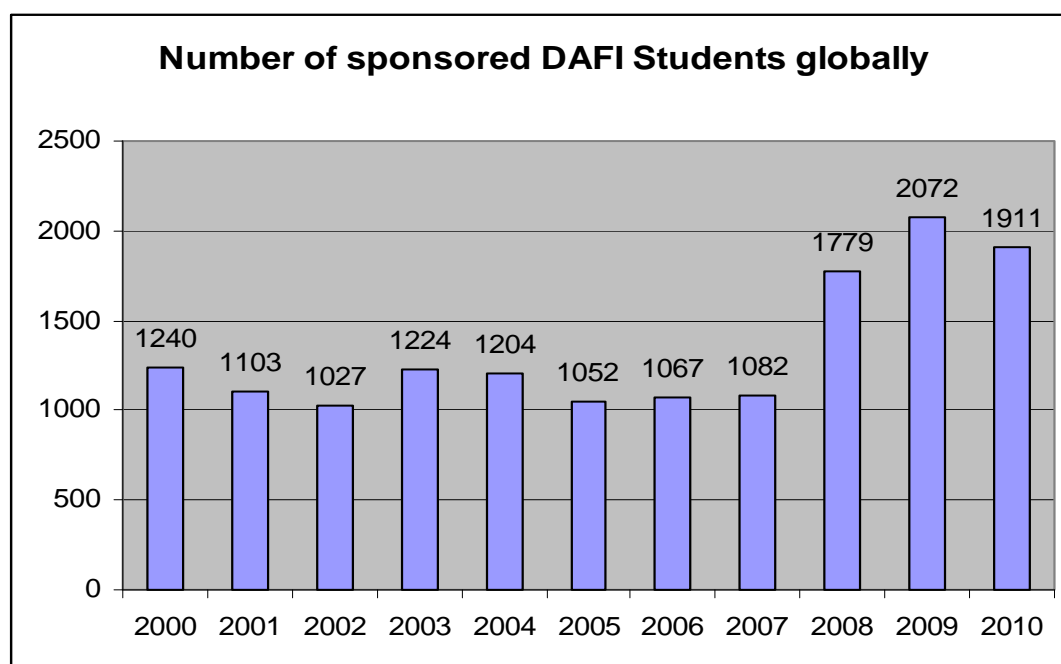
| Year of Operation: 2010   |  |
|---|--|
| <b>Total Number of Students</b>                                   | <b>1,911</b>   |
| <b>Total Number of Graduates</b>                                  | <b>344</b>   |
| <b>Percentage of Female Students</b>                              | <b>40%</b>   |
| <b>Total Number of Dropouts:</b>                                  | <b>92 (4.8%)</b>   |
| <b>Total Number of Resettled Students</b>                         | <b>17 (0.9%)</b>   |
| <b>Average Costs per Student (USD)</b>                            | <b>2,942<sup>14</sup></b>  |
| <b>Contributions received in 2010 (EUR):</b>                      | <b>3,430,226</b>   |
| <b>Contributions received in 2010 (USD):</b>                      | <b>4,619,970</b>   |
| <b>Carry-Over from 2009 (USD):</b>                                | <b>764,710</b>   |
| <b>Total Contributions available in 2010 (USD):</b>               | <b>5,384,680</b>   |
| <b>Total Operational Budget in 2010 (USD):</b>                    | <b>5,593,825</b>   |
| <b>Countries of Study: 37</b>                                     | 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, Ukraine, Yemen, Zambia, Zimbabwe   |
| <b>Countries of Origin: (Refugee students from 38 countries):</b> | 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.   |
| <b>Main Subjects of Studies (sorted by number of students):</b>   | Commercial and Business Administration, Social and Behavioural Science, Mathematics and Computer Science, Medical Science and Health Related Subjects, Education 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 Programmes, Fine and Applied Arts, Home Economics (Domestic Sc.), Transport and Communication, Development Studies and International Relations, Environmental Studies. |
| <b>Length of Studies:</b>   | Average between 3 to 4 years   |

<sup>13</sup> See financial overview page 35

<sup>14</sup> The average cost of a scholarship in 2010 is calculated on the basis of the 2010 budget, not final expenditures, as these were not available at the time of writing. Hence, calculations between 2009 and 2010 are not comparable. In 2009, the average cost of a scholarship was USD 2,593 based on final expenditures. Nevertheless, average costs for scholarships have gradually increased each year, particularly in Africa.

### **Trends in Numbers and Gender Parity**

Due to reduced funding available for university scholarships for refugees, the number of DAFI students in 2010 decreased slightly from 2009:

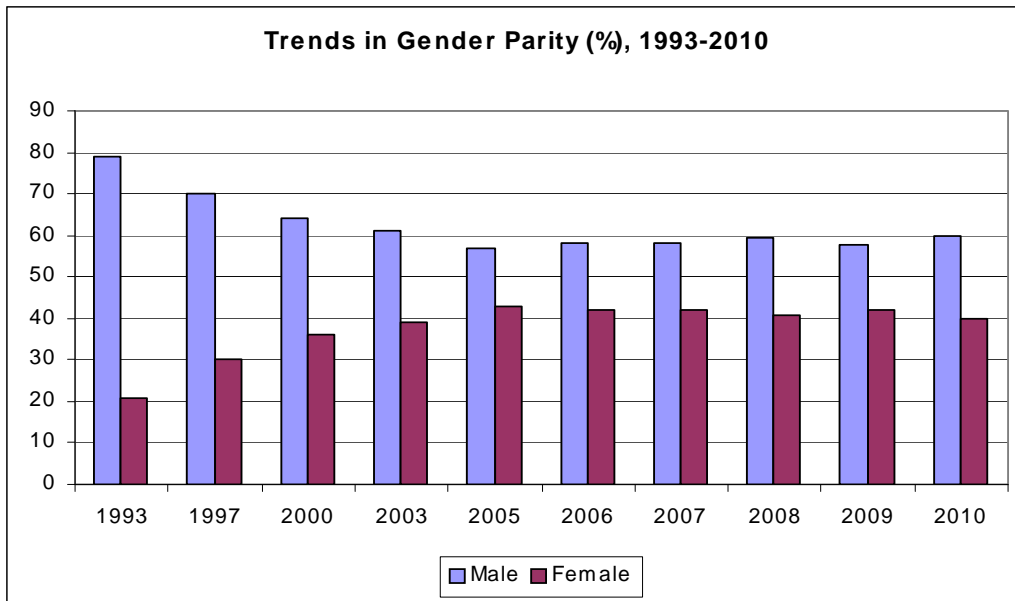


In 2010, 67% of DAFI recipients were on-going students, 18% were graduates, 9% were drop-outs and resettled students, and the remaining 6% were new students.

Admission of new stipends to the DAFI Programme was limited in 2010 in countries where the academic year usually starts in September/October (or in few cases, in March/April).

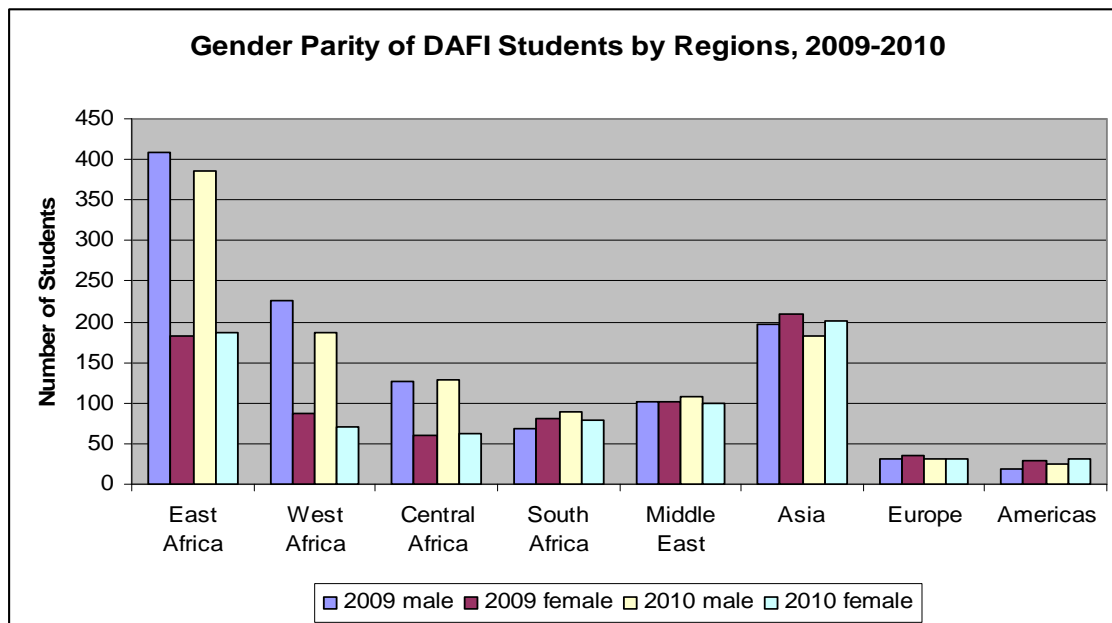
### **Female Students**

The percentage of female students benefiting from DAFI scholarships declined slightly from 42.2% in 2009 to 40% in 2010. The following table illustrates percentages of female students over the past eighteen years:



Women and girls represented, on average, 49 per cent of persons of concern to UNHCR in 2010. They constituted 47 per cent of refugees. The fact that female participation in the DAFI programme has never surpassed the mark of 42% is still a cause for concern. This indicator also shows that a lot of support is required to address the lack of widespread access to free and quality primary and secondary education, in order to increase the cohort of females with the required level of education and improve young women's access to university education.

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



Female participation achieves the highest parity in Europe and the Middle East, followed by the Americas and Asia, while Africa falls behind in this trend. East, West and Central Africa in particular still have a long way to go to give equal educational chances to girls, and ensure that they are on par with their male counterparts in attaining higher education. A closer look reveals that female participation in 2010 decreased slightly in South Africa and the Middle East and, to a less significant



extent, in Europe and the Americas. It should be reiterated that the DAFI Policy clearly emphasizes the privileged consideration of female applicants, and recommends accepting lower grades of young women applying for university scholarships.

Case studies from young girls suggest that the support from their family and community is an important element of success. The report on Dialogues with women and girls held around the world between November 2001 and May 2011 show that education for girls beyond primary level is highly valued.



*Students and parents expressed their frustration at the lack of opportunities to pursue secondary or tertiary education, and girls dropping out of school early. "Studying is expensive and scholarships are so rare. So girls are forced into early marriage because there is no other option." (source: Summary report, Dialogues with Women and Girls, 2011, UNHCR)*

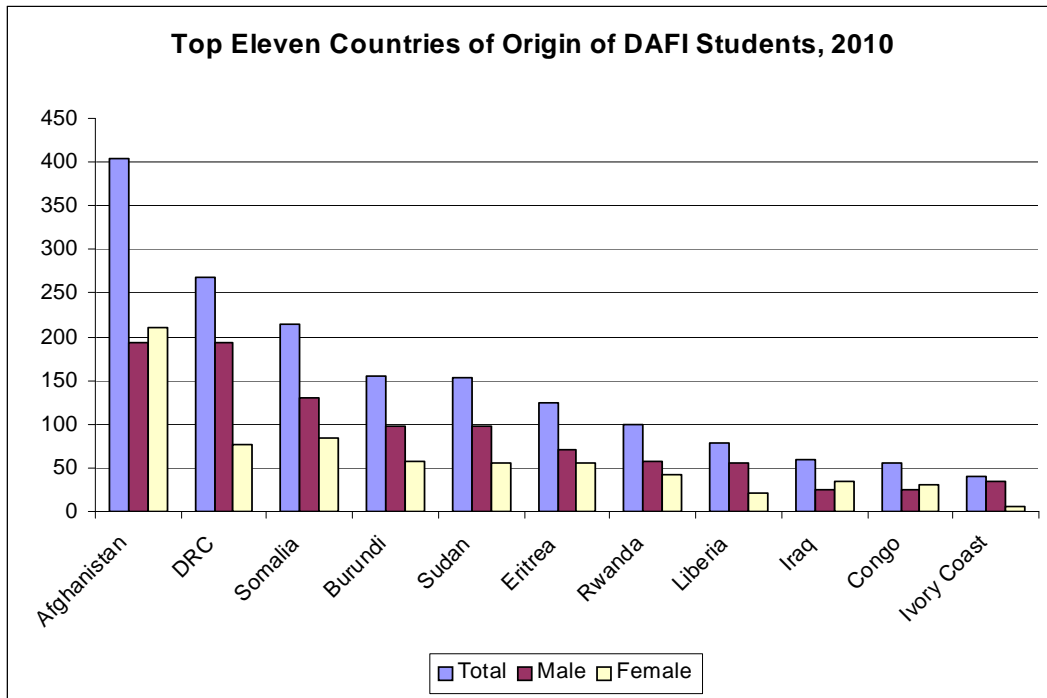
More specific analysis of individual case studies and a joint research project with academia and female graduates could help UNHCR to better identify some ways to increase the number of female applicants.

### **Country of Origin**

Some refugees have been in exile for more than 30 years. Afghan citizens who first fled the Soviet invasion in 1979 accounted for a third of the world's refugees in both 2001 and in 2010. People of Somali, Congolese (Democratic Republic of the Congo) and Sudanese origin were also among the top 10 nationalities of refugees at both the start and end of the decade<sup>15</sup>. A majority of refugees in Africa are trapped in long-standing situations of exile.

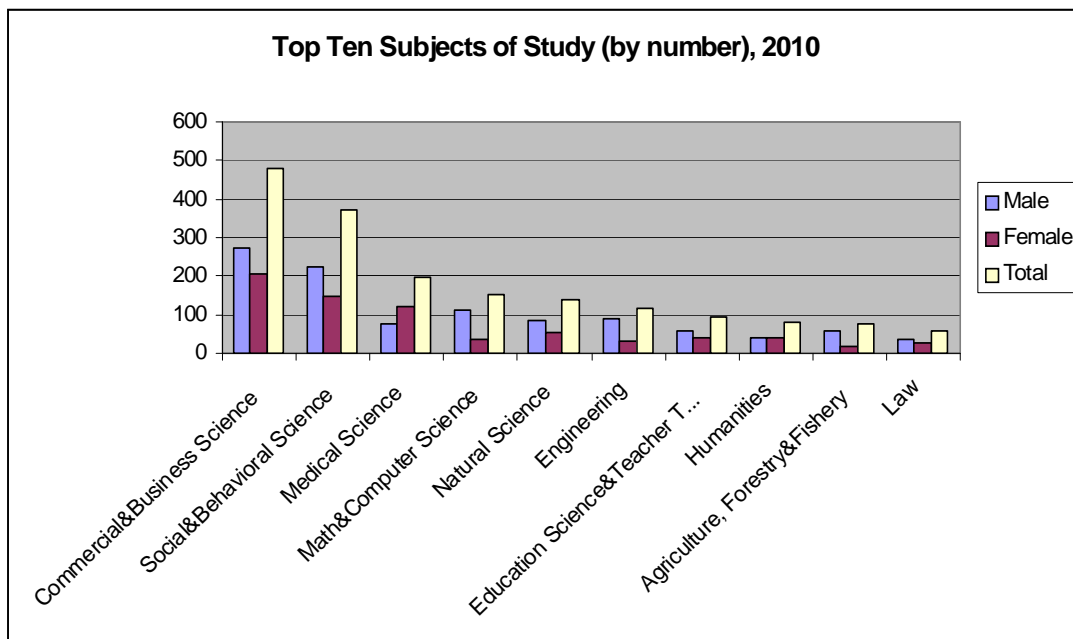
Reflecting this, the table below demonstrates that, after Afghan students, the majority of DAFI students are from protracted refugee situations in Africa.

<sup>15</sup> UNHCR Global Trends 2010; <http://www.unhcr.org/statistics>



### Fields of Study

The most popular subjects among DAFI students in 2010 were: Commercial and Business Administration (25%, of which 43% female students), followed by Social Sciences (19%, of which 40% female), Medical and Health-Related Sciences (10%, of which 61% were female), Mathematics and Computer Sciences (8%, of which 25% were female), Natural Sciences (7%, of which 39% were female), Engineering (6%, of which 25% were female), Education and Teacher Training (5%, of which 41% were female), Humanities (4%, of which 51% were female), Agriculture and Forestry (4%, of which 21% were female) and Law (3%, of which 42% were female).



When the competition with nationals over jobs in host countries is significant, or when formal employment is limited in areas where refugees live, a particular effort should be made in terms of career orientation. For many years, Commercial and Business Studies, Social Sciences and Information Technology have consistently been the top three subjects of choice. In some countries, the popularity of these fields may result from students' limited exposure to other career options within the refugee camps rather than from their potential interests and talents.

Improved academic and career counselling for DAFI students, either by UNHCR Offices, partners or by universities, could help to orient students towards subjects with a higher potential for future employment and of more relevance to future global developments. Such counselling could help diversity training and encourage the pursuit of professions that are in high demand in countries of origin and asylum. These may include: environmental sciences, biochemistry, agricultural and food sciences, engineering, health sciences including Public Health, Nursing and Midwifery, and Teacher Training, particularly for females. DAFI country projects may even consider making pre-enrolment university counselling more systematic for students who apply for DAFI scholarships.

Exposure to entrepreneurship training is also an interesting opportunity for DAFI students, leveraging the impact of the scholarship to sustain self-employment while also supporting local development. The NGO Refugee Education Trust, who also works with UNHCR in a number of countries, is committed to strengthening the capacity and intellectual skills of students through training workshops and participation in international conferences. In Burundi, the DAFI scholars received training on Burundi Business Incubator (BBIN) in late June 2010, which has given them skills in entrepreneurship, a valuable tool since the current labour market in Burundi is so inaccessible for young people.

At the end of the course a female entrepreneur shared her experiences (both positive and negative) of the business of entrepreneurship. This exchange of experience proved very valuable to the young scholars<sup>16</sup>.

In the coming years, more efforts must be made to ensure refugee youths' access of information and knowledge on available academic studies. There are various means of facilitating access to relevant information:

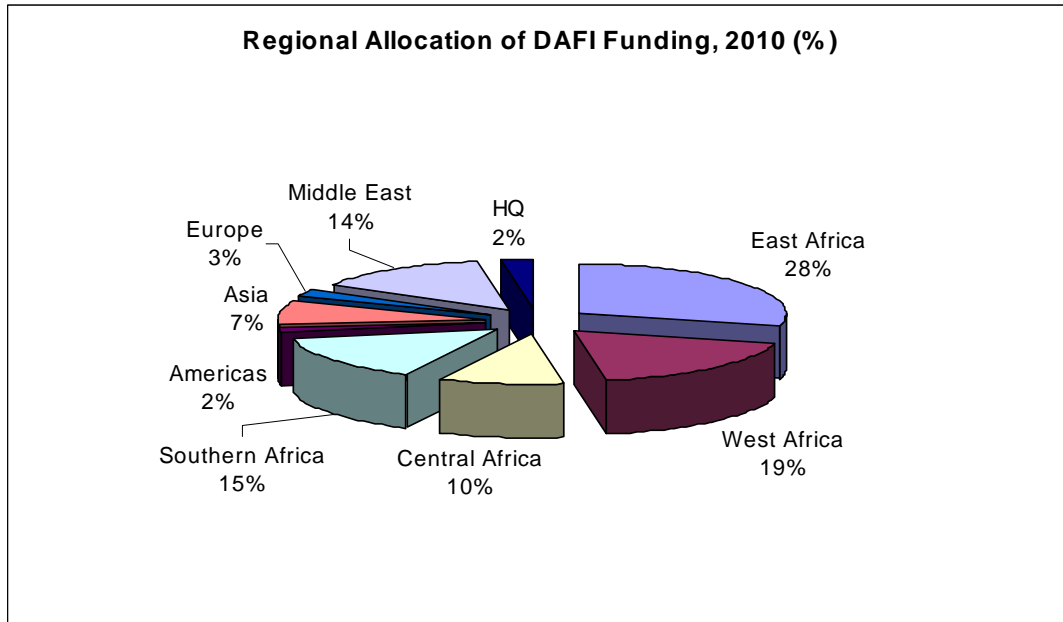
- As universities usually provide pre-enrolment counselling services, they may be interested in providing information sessions in refugee camp or in urban schools.
- Provided that the size of the project justifies it, and that national refugee policies on 'freedom of movement' allow for it, the UNHCR DAFI Focal Point may organize annual study trips for interested and eligible students to visit national universities.
- UNHCR and its partners could assist DAFI applicants and scholarship recipients to access universities' academic and career counselling services or internet services, where information on academic courses is available online.
- Cross-sectoral information sharing on job opportunities and analysis of livelihood or job market assessment which is increasingly undertaken in some operations, like Yemen or Egypt, can also support these efforts to better match skills demand and areas of studies towards employment.

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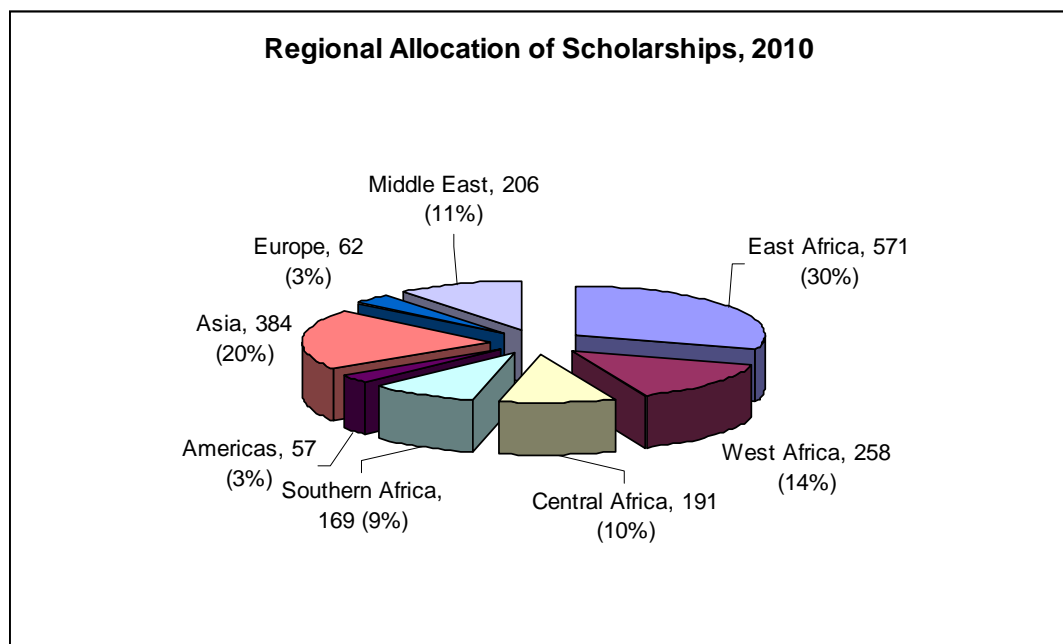
<sup>16</sup> More on this initiative can be found here: <http://theret.org/en/news>

## 4.2 DAFI Programmes by Region in 2010

In 2010, the majority of DAFI funds (72.5 %) were allocated to Africa:



The number of scholarships allocated to various regions is illustrated below. 62.6% of all scholarships in 2010 were given to refugee students in Africa.



## AFRICA

Over half of the world's protracted refugee situations are in Africa. In 2010, 72.5% of the available funding under DAFI was allocated to 20 countries in Africa, a total of USD 3,956,562. Below are the number of students by country of study, budgets and the average cost of a scholarship per student per year: <sup>17</sup>

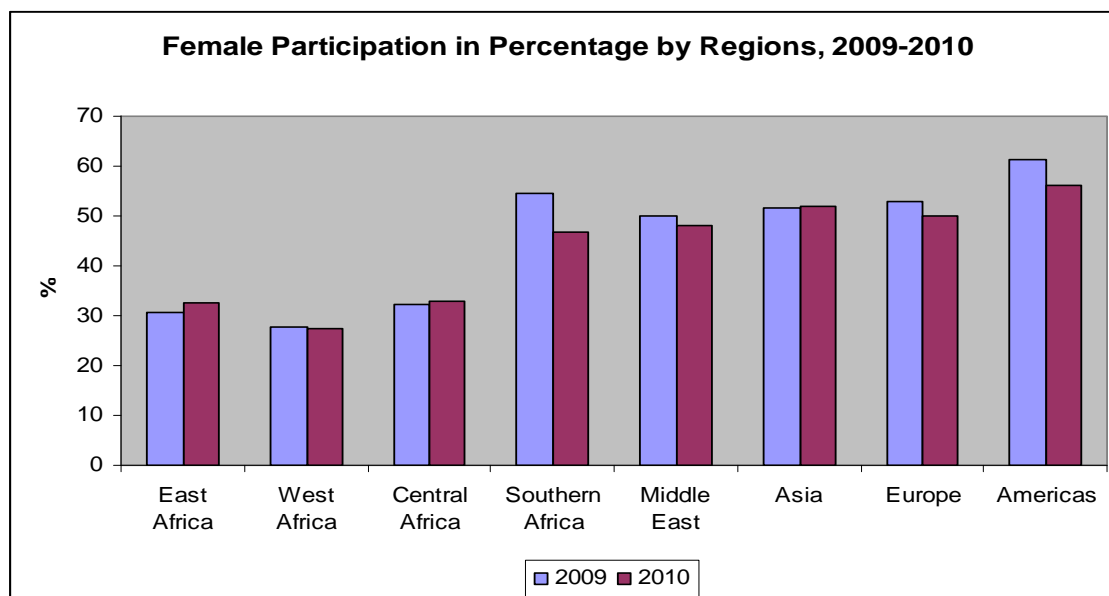
| Country of Study | Total Students | Male | Female | Budget (USD) | Average USD/Scholarship |
|------------------|----------------|------|--------|--------------|-------------------------|
| Benin            | 49             | 33   | 16     | 101,675      | 2,075                   |
| Botswana         | 22             | 16   | 6      | 161,554      | 7,343                   |
| Burundi          | 67             | 47   | 20     | 133,408      | 1,991                   |
| Cameroon         | 53             | 39   | 14     | 154,194      | 2,909                   |
| Djibouti         |                |      |        | 1,320        | -                       |
| DRC              | 23             | 12   | 11     | 56,413       | 2,350                   |
| Eritrea          | 5              | 4    | 1      | 19,850       | 3,970                   |
| Ethiopia         | 142            | 116  | 26     | 266,502      | 1,877                   |
| Ghana            | 70             | 52   | 18     | 403,307      | 5,762                   |
| Kenya            | 73             | 50   | 23     | 338,805      | 4,641                   |
| Namibia          | 18             | 10   | 8      | 129,225      | 7,179                   |
| Nigeria          | 18             | 11   | 7      | 28,397       | 1,578                   |
| Rwanda           | 100            | 69   | 31     | 252,886      | 2,529                   |
| Senegal          | 68             | 52   | 16     | 398,720      | 5,864                   |
| South Africa     | 71             | 33   | 38     | 407,470      | 5,739                   |
| Sudan            | 85             | 35   | 50     | 207,128      | 2,437                   |
| Tanzania         | 129            | 106  | 23     | 426,096      | 3,303                   |
| Uganda           | 138            | 74   | 64     | 355,469      | 2,576                   |
| Zambia           | 50             | 30   | 20     | 97,423       | 1,949                   |
| Zimbabwe         | 8              | 3    | 5      | 19,720       | 2,465                   |
| Total/Average    | 1189           | 790  | 399    | 3,956,562    | 3,325                   |
| %                | 100            | 66%  | 34%    | 72.5%        |                         |

The participation of female students in the university scholarship programme in Africa dropped from 37% in 2009 to 34% in 2010. This continues to be of great concern for the DAFI programme in a majority of African countries.

**Gender parity** within the DAFI Programme varies significantly from region to region in Africa, as the graph on next page illustrates.

Gender parity is highest among DAFI students in South Africa (54.4% female students), while female participation in East, West and Central Africa is alarmingly low (30.8%, 27.9% and 32.3% respectively). To increase the number of female students in Africa, special support and affirmative action will be maintained in the annual selection process for DAFI scholarships, by accepting young women with comparatively lower pass rates, providing regular support to female students to promote retention in secondary and higher education, and supporting extra-tutorial classes for female university students.

<sup>17</sup> Budget value in USD as of 18 March 2011. Final and confirmed expenditure levels for each country were available in August 2011, and were adjusted accordingly.



As outlined in its Education Strategy, UNHCR and its partners are committed to playing 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. The East and Horn of Africa in particular will benefit from increased attention to promote gender parity at both primary and secondary level.

### ***DAFI beneficiaries in Africa***

The largest group of refugees in Africa currently benefiting from DAFI scholarships is from the **Democratic Republic of Congo** (269), studying in various countries in Africa, both anglo- and francophone. Somali refugee students represent the second largest group (215), followed by refugees from Burundi (155), Sudan (154) and Eritrea (125). DAFI beneficiaries in 2010 reflect four of the most protracted refugee situations in Africa, of which two are moving towards durable solutions, namely South Sudan and Burundi.

Refugees from **Somalia** (including Somaliland and Puntland) are the second-largest group among DAFI students, a majority of them studying in Kenya and Yemen. It is noteworthy that a majority of Somali students select Commerce and Business Administration and Information Technology as their preferred fields of study. A livelihood assessment undertaken in Yemen in 2008 shows that job opportunities exist also in Health Care, Administrative and secretarial work, social work and computer programming. Specifically health and teaching professions should be promoted to meet qualified labour demands in asylum countries, and/or to promote professions, which may contribute to future rehabilitation and reconstruction. Of particular concern is the poor entry qualification of young Somalis, which limits their choice of study courses. Past experience with Somali students in the DAFI Programme has shown that the quality of higher education in Somalia, Somaliland and Puntland is often not sufficient to allow the students to meet the minimum academic standards in African countries. In the future, therefore, specific attention should be paid to this issue, in order to prevent drop-out. Bridging classes, peer support and specific projects will need to be put in place.

In 2010, three Somali graduates from Nakuru teacher training College returned to Dadaab camp, to become teachers. In the sprawling and crowded refugee complex, there are 19 primary schools, and

out of 809 teachers in 2010, only 9 of teachers were professionally trained<sup>18</sup>. In this context, the impact of these freshly graduated students, combining their experience as refugees and their new expertise and motivation cannot be underestimated.



*The DAFI students at their recent graduation ceremony in Nakuru.*

Students of **Burundian** origin comprise the third largest group of DAFI beneficiaries, as ranked by country of origin. Their large presence in the programme is partly due to the fact that 45 Burundian students are on 'DAFI for Return' scholarships in Bujumbura, Burundi. This represents a shift from the pattern of only supporting tertiary education for students in exile. A majority of Burundian refugees are supported to study at universities in Tanzania, where the support provided by DAFI scholarships is targeted towards facilitating self-reliance and local integration of the so-called '1972 caseload', former refugees who have remained in Tanzania in a seriously protracted situation. In addition to 41 scholarships provided in 2010 to students of Burundian origin, DAFI has supported the University of Dodoma in Tanzania with Information and Communication Technology (ICT) in acknowledgement of the university's open door policy towards refugees for many years. In line with UNHCR's policy to promote voluntary repatriation of Burundian refugees (the '1990's caseload'), Burundian students will no longer be prioritized in future selections of new DAFI scholars for studies in Tanzania, but current scholars will be supported to complete their studies.

**South Sudan** continues to be in need of qualified human resources. DAFI funding contributes to the development of South Sudan. The promotion of tertiary education for Southern Sudanese, combined with their eagerness and commitment to education has produced one of the most remarkable success stories in the history of the DAFI Programme. In response to the demand for qualified human resources in South Sudan, many graduates have returned, or are returning, to take up employment in government institutions, international agencies and humanitarian organizations, thereby contributing to nation-building and development (see case study on page 21).

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<sup>18</sup> Umbima, J., Koelbel, A., & Hassan, A. A. (2010) Joint Review and Assessment of the Education Sector in Dadaab Refugee Camps. Nairobi: UNHCR.

The number of **Eritrean** refugees in the Horn of Africa increased in 2010, making them the fifth largest group of African beneficiaries. DAFI beneficiaries of Eritrean origin are primarily from the protracted group of refugees in Sudan, while recent arrivals often opt for resettlement to a third country.

Throughout **West Africa**, a majority of DAFI beneficiaries belong to protracted refugee groups, whose status is based on individual refugee status determination (RSD), and who are therefore more heterogeneous than in other asylum countries. They are primarily from Burundi, Democratic Republic of Congo, Congo Brazzaville, Chad, Guinea, Liberia, Rwanda and Togo, and are predominantly of urban background. Liberian students represent the largest beneficiary group. In line with the preparation for the declaration of cessation of refugee status Liberian refugees, the remaining students are encouraged to finalize their academic course to facilitate their integration within the Economic Community Of West African States (ECOWAS) and under its special treaty.<sup>19</sup> DAFI students of Liberian origin are mainly studying in Ghana and Nigeria.

The DAFI programme has also recently supported 40 students from the Ivory Coast. UNHCR in Benin is providing scholarships to refugees from Togo, Rwanda, Burundi, Democratic Republic of Congo (DRC) and République du Congo (COB). UNHCR Cameroon has received and supported 26 students originating from the Central African Republic and from camps in Southern Chad. In addition, students from Burundi, Rwanda and DRC are supported by DAFI in Cameroon.

DAFI beneficiaries in Africa are particularly active in terms of network and peer support. As in 2009, several workshops took place in Ghana, organised voluntarily by DAFI students within Buduburam camp, to build young people capacities on topics such as administrative and accounting skills, Accounting for NGOs, effective networking and CV writing.

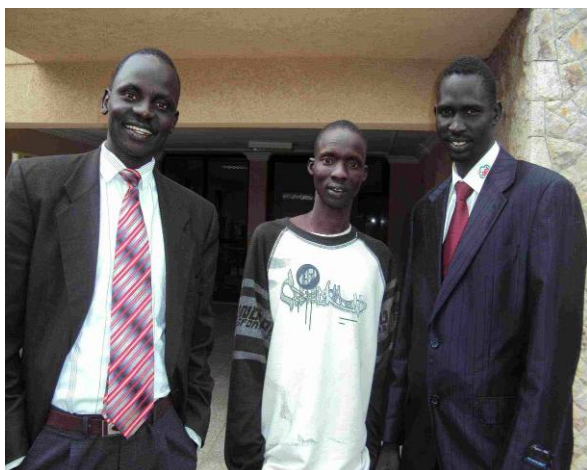
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<sup>19</sup> Cf. on ECOWAS provisions and regulations see: <http://www.afrimap.org/english/images/treaty/ECOWAS%20Treaty.pdf>



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## Hope is what kept me alive: The story of Chot Bang Gatkouth



Above left: Chot Bang Gatkouth. Photo© Girma/UNHCR

Chot Bang Gatkouth, 28 years of age, is one of the forty-one graduates of the DAFI scholarship programme in 2010 in Ethiopia. Chot studied Water Resource and Irrigation Engineering in Arbaminich University after he won the UNHCR sponsored scholarship programme in 2006. He would have never dreamed of becoming a Water Engineer if it were not for the unfortunate circumstances he went through during his childhood.

Chot almost missed out his education when he was separated from his parents in 1990, at the age of nine. When he was 15 years old, Chot's village in Sudan came under attack by the forces allied to the north government, and he fled with hundreds of other separated boys to Ethiopia. There he was delighted to find a school in Dimma refugee camp where he resumed school after seven years of interruption and went on to complete secondary school in May 2006. He recalls living conditions during his flight and in Dimma with mixed feelings. He says "as a young boy without an adult guardian I was always caught between fending for myself and pursuing schooling. And I always kept my dreams alive by focusing on education and hence never missed out on my schooling. The hope for further education is what made me what I am today."

Chot's prospects became brighter when he gained a place on the DAFI scholarship programme in September 2006. He believes it is an opportunity that will allow him to give back to his country:

"I know my people there in Sudan are eagerly waiting for us. We have to be there for them as well. I have studied Water Resource and Irrigation Management. We have abundant waters running through South Sudan and also at times floods that displaces most of the villagers during rainy times. We have also abundant fertile lands that need to be cultivated and feed its inhabitants. That is why South Sudan needs young educated persons like me."

Chot has many concerns, but clearly one is a priority. "If I can contribute to a stable and peaceful Sudan, then it is how I must do it. I have to contribute to the mobilization and teaching of my people to come out and vote in the referendum and to decide on what is best for them. That is why I ask UNHCR to keep its promise to repatriate us." Chot was also very eager to meet his parents after more than 18 years of separation; he learned of their survival in 2004.



Some DAFI Graduates of 2010 at a ceremony organized by HPCT/E at its Office on 30<sup>th</sup> August 2010 to congratulate the scholars on their success. Photo©Girma/UNHCR

## ASIA and the PACIFIC

In 2010, DAFI country projects in Asia received just 7% of the total budget. This represents a decrease in funding from 2009 and 2008, when Asia received 9.1% and 8% respectively.

| Country of Study | Total Students | Male | Female | Budget (USD) | Average(USD)/ Scholarship |
|------------------|----------------|------|--------|--------------|---------------------------|
| India            | 21             | 8    | 13     | 18,764       | 894                       |
| Iran             | 210            | 86   | 124    | 201,111      | 958                       |
| Kyrgyzstan       | 12             | 7    | 5      | 14,245       | 1,187                     |
| Pakistan         | 119            | 71   | 48     | 99,505       | 836                       |
| Papua New Guinea | 3              | 2    | 1      | 9,308        | 3,103                     |
| Tajikistan       | 19             | 9    | 10     | 28,234       | 1,486                     |
| Total/Average    | 384            | 183  | 201    | 371,167      | 967                       |
| Percentage       | 100%           | 48   | 52     | 7%           |                           |

Iran and Pakistan have the largest DAFI programmes in Asia. In 2010, Pakistan was still host to the largest number of refugees worldwide (1.9 million), followed by the Islamic Republic of Iran (1.1 million).

The average cost of a scholarship in Asia has remained relatively stable over the past years, particularly in India, Iran and Pakistan where a majority of Afghan students are studying. Compared to the average cost of scholarships of USD 1,145 in 2009, costs appear to have decreased in 2010. The lower average scholarship cost may, however, be due to budgetary discipline exercised by UNHCR offices in Asia, being stricter in spending funds on DAFI social activities, as some offices have indicated.

### **DAFI beneficiaries**

DAFI beneficiaries in **India** are Afghan refugees of Sikh or Hindu background, for whom local integration is the only option. A majority of them attend the School of Open Learning at Delhi University, which charges much lower fees than regular universities. DAFI scholars in India have also been involved with community centres to in teaching English language classes to other young refugees whose opportunities to learn are very constrained.

Governments in **Iran and Pakistan** have continued their open door policy for refugees to enrol at public universities for many years. During the past 3 years alone, Iranian universities have trained 43 refugee students in Medical and Health Related Science and 48 refugee students in Engineering. Both professions are highly relevant for rebuilding Afghanistan, where some 118,000 Afghan refugees returned in 2010, twice the number of the previous year. More than 5.4 million Afghans have already returned home to Afghanistan since 2002. In Pakistan, Afghan students have benefited from DAFI scholarships since 1992. The number of DAFI scholarships awarded to Afghan students began to increase in 1999. The Government of Pakistan has recently announced that donor investments in public universities and scholarships will also be extended to Afghan refugees.

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## DAFI helps refugee agronomist contribute to growth of Afghanistan



**Above: Asadullah pins up a map during a working group meeting in Afghanistan**

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. 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 the 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 his conflict-battered country.

Then the family tragedy struck. His brother had regularly sent money to his 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 heard 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.

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.

By Rabia Ali in Peshawar, Pakistan, February 2010

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In **Central Asia**, DAFI stipends often provide protection to students and their families, as university registration can open opportunities for temporary, but renewable residence permits in the urban setting. Furthermore, university degrees facilitate employment opportunities. As the Afghan refugee situation is one of the world's most protracted, 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 ethnic origin. In Kyrgyzstan, 12 students continued under the DAFI sponsorship in 2010, two students dropped out due to poor academic performance, and one Afghan student was exceptionally awarded a scholarship to replace them.

## MIDDLE EAST and NORTH AFRICA (MENA)

| Country    | Total Students | Male | Female | Budget (USD) | Average (USD)/Scholarship |
|------------|----------------|------|--------|--------------|---------------------------|
| Algeria    | 27             | 15   | 12     | 26,084       | 966                       |
| Egypt      | 10             | 4    | 6      | 35,963       | 3,596                     |
| Jordan     | 42             | 19   | 23     | 396,243      | 9,434                     |
| Mauritania | 25             | 17   | 8      | 98,999       | 3,960                     |
| Syria      | 25             | 7    | 18     | 60,882       | 2,435                     |
| Yemen      | 77             | 45   | 32     | 142,750      | 1,854                     |
| Total      | 206            | 107  | 99     | 760,921      | 3,694                     |
| Percentage | 100%           | 52%  | 48%    | 14%          |                           |

### *DAFI beneficiaries*

The Middle East and Northern Africa (MENA) hosts 18% of the world's refugee population. The two largest groups of DAFI beneficiaries in MENA are Somali refugees residing in Yemen and refugees from Iraq, primarily in Jordan and Syria.

It is noteworthy that in **Yemen**, 42% of DAFI students are female, the majority being from Somalia. While most of students chose studies in Information Technology and Business Administration, over one-third are training in medical professions.



*Above: Female DAFI Beneficiaries in Yemen*

As applications for scholarships in **Syria** and **Jordan** were not overwhelming, and due to the fact that other donors offered scholarships to Iraqi refugees in Syria,<sup>20</sup> the increase of sponsored Iraqi students under DAFI was quite modest. Improved access to secondary education in both countries will eventually increase the demand for university scholarships.

<sup>20</sup> UNHCR in Damascus is sponsoring about 300 Iraqi students annually from funding received locally from other donors, among them the Italian Embassy. The DAFI scholarships provided the inspiration for this local promotion of the benefits of tertiary scholarships for refugee students.

In **Jordan**, 42 of the initially admitted 50 Iraqi students continued in 2010. In 2008, the German Embassy in collaboration with the DAAD (German Academic Exchange Service) began supporting Iraqi students at the German-Jordan University (GJU) in Amman. The academic course at the GJU includes one year of study at a German University, which the DAAD committed itself to support. Unfortunately, in 2010 DAFI scholars were denied the necessary visas to study in Germany for their year abroad, and as a result UNHCR and the DAAD at GJU had to search for alternative lectures and courses to compensate for the year.<sup>21</sup> Also in 2010, a new partner organization, *the Jubilee Centre for Excellence in Education*, took over from the previous partner and significantly improved the DAFI project. Students are fully supported with learning materials and with leisure and social activities to help them to exchange and develop relationships with one another with a view to strengthening solidarity among DAFI students, providing peer support and subsequently improving their academic performance.



**Above: DAFI Scholars in Jordan attend their university graduation ceremony.**

In **Algeria**, 27 Sahrawi refugees are studying under DAFI sponsorship at various universities throughout the country. As they all started in 2008, none of the students have yet graduated.



**Above: Sahrawi refugee students admitted to the DAFI programme in 2008.**

In **Mauritania**, 25 returnees from Senegal of Mauritanian origin benefited from DAFI scholarships to study in Nouakchott. As they were educated in a francophone country, special language support classes in Arabic were provided.

<sup>21</sup> See Mission Report by S. Kindler-Adam, to Amman, Jordan, 18-22 September 2010, which was shared with all relevant partners and the donor.

## EUROPE

| Country       | Total Students | Male | Female | Budget (USD) | Average (USD) |
|---------------|----------------|------|--------|--------------|---------------|
| Azerbaijan    | 11             | 10   | 1      | 30,257       | 2,751         |
| Georgia       | 17             | 7    | 10     | 50,838       | 2,990         |
| Russia        | 31             | 12   | 19     | 32,515       | 813           |
| Ukraine       | 13             | 4    | 9      | 33,484       | 2,576         |
| Total/Average | 72             | 33   | 39     | 147,094      | 1,816         |
| Percentage    | 100%           | 46%  | 54%    | 3%           |               |

In Europe, the majority of DAFI beneficiaries are of Afghan and Chechen origin. Thirteen new scholarships were exceptionally awarded to refugee students in **Belarus, Moldova and Ukraine** in the second half of 2010 from unexpected funding available in mid-2010 due to currency exchange rates and adjustment of DAFI allocations to individual countries. All of these scholarships were administered through UNHCR in Kiev, Ukraine. The new student intake was carried out in coordination with the Embassies of the German Government, two of whom were involved in the selection process.

In **Russia**, a total of 40 students from Afghanistan, Iran and Rwanda were supported. Ten students, including six women, graduated in 2010, many of them with honours. In **Azerbaijan**, 11 students, all of Afghan origin, continued to be supported with a scholarship, and 3 students graduated in 2010. In **Georgia**, the 17 sponsored students have Russian nationality and are of Chechen ethnic origin. UNHCR in Georgia is promoting naturalization of this group; in this respect, their academic education provides an excellent basis for self-reliance.



*Above: Afghan DAFI Beneficiaries in Moscow, Russia*

## LATIN AMERICA

| Country       | Total Students | Male | Female | Budget (USD) | Average (USD) |
|---------------|----------------|------|--------|--------------|---------------|
| Ecuador       | 45             | 17   | 28     | 51,486       | 1,144         |
| Panama        | 12             | 8    | 4      | 44,334       | 3,695         |
| Total/Average | 57             | 25   | 32     | 95,820       | 1,681         |
| Percentage    | 100%           | 39%  | 61%    | 2%           |               |

In both **Ecuador** and **Panama**, refugees from Colombia are benefiting from DAFI scholarships. In 2010, the Education Unit at Headquarters agreed to exceptionally admit eight new students to study at universities in Ecuador for the winter term 2010/2011. Ecuador offers favourable protection conditions for refugees from Colombia, and UNHCR is supporting refugees to attain self-reliance and to gradually transit from self-sufficiency to local integration. DAFI scholarships for talented refugees significantly contribute to this process. Similarly, in Panama, UNHCR supports refugees and asylum seekers from Colombia to achieve self-reliance, and eventually, gradual local integration for recognized refugees through processes of permanent residence and work permits.

### 4.3 DAFI Clubs and Alumni Networks

Establishing and strengthening a DAFI Alumni network has been a focus of the DAFI management since 2007. In 2006, a former DAFI scholar in Ghana, now living in Europe, created a DAFI webpage on scholarships to provide information on DAFI scholarships. In 2010, this same scholar developed an online alumni network that will serve both as a social networking tool and a means to improve DAFI's data collection and institutional memory.

The goal of keeping contact with DAFI alumni and following their career paths is ambitious and not without challenges. The first of these challenges has been to establish and maintain active DAFI clubs in each country with sizeable student numbers, and to motivate students and graduates to keep in contact through an electronic platform, even years after graduation. The second challenge is for UNHCR Headquarters 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 alumnus willing and able to provide such information on the internet. A third challenge is to set up a user-friendly database of students and graduates and ensure its long-term maintenance.

The challenges described above were addressed in several stages in 2010. Firstly, 12 of 39 countries<sup>22</sup> receiving DAFI scholarships established fully functioning 'DAFI Clubs'. Each of these groups initiated their own activities, established contacts with persons or institutions of interest and administered small funds to support their activities. Considering that students are placed at far-distant universities in many countries, this progress is remarkable. Furthermore, 60% of the countries undertook regular activities with DAFI students (more than twice a year), invited Embassy members or other persons of interest, and held workshops with students. This reflects ongoing progress in building a DAFI alumni network.

One of the core functions of DAFI Clubs and the alumni network is to receive new students and provide them with information, orientation and support. As 2010 was a year of budget austerity for DAFI projects, which principally did not allow for the intake of new scholars, an important motivation

<sup>22</sup> These countries were Azerbaijan, Benin, Ghana, India, Iran, Jordan, Kenya, Kyrgyzstan, Senegal, Tanzania, Uganda, Yemen.

to meet and organize activities was lost. DAFI budget restrictions also impacted available funds for social activities, travels and excursions, which consequently were reduced or cancelled altogether. Unfortunately, with fewer new students entering the DAFI programme and budget concerns at the fore, much of the momentum gained in 2009 decreased in 2010.

The second step of the strategy was to establish an electronic platform in 2010, the website [www.dafischolars.org](http://www.dafischolars.org), through which students and graduates can remain in touch and exchange information and views. Accessible to UNHCR, partners, scholars and graduates, the platform enables UNHCR to trace former students and follow their career paths. As 2010 was the year of its inception, few students have used this platform to pose questions, or to make proposals. Complementary to this strategy was the set up of a student database ('DAFI Reporter') which allows for student data to be systematically recorded through an annual updates on academic progress, graduation details, and e-mail contact information. This beta version of the database was created in ACCESS by the Division of Information Technology Services (DIST) in UNHCR Headquarters in close collaboration with the Education Officer. Country Offices with DAFI projects were provided with background information and instructions on how to fill in the excel sheets, which was finalised in May 2011.



***Above: The German Embassy and UNHCR representatives meet with DAFI Scholars in Rwanda.***



***Above: DAFI Students in Russia come together for an informal meeting in Moscow, November 2010.***



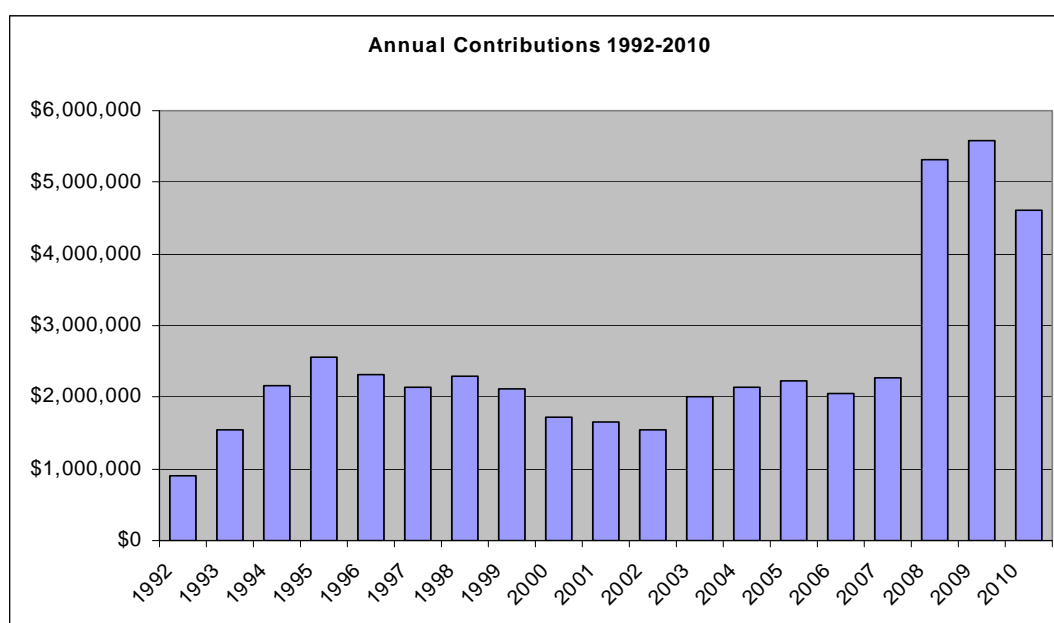
## 5. Budget and Finance in 2010

### • Contributions received in 2010

The annual contribution received by the German Ministry of Foreign Affairs was EUR 3,401,000 at a total value of USD 4,589,744 (April 2010 exchange rate).

The 2010 contribution was supplemented by a carry-over of unspent funds and budget adjustments from 2009 of USD 764,710. This made the total available budget for operations USD 5,354,454 in 2010. By the end of 2010, the German Government added a special contribution of USD 30,226 for the DAFI project in Jordan. UNHCR's Private Sector Fundraising Partner, UNO Fluechtlingshilfe (UN Refugee Aid) donated EUR 50,000 (USD 66,934) to the DAFI budget for South Africa.

Below are annual contributions made by the Ministry of Foreign Affairs of the Government of Germany in the past 19 years which have accrued to USD 47.3 million.

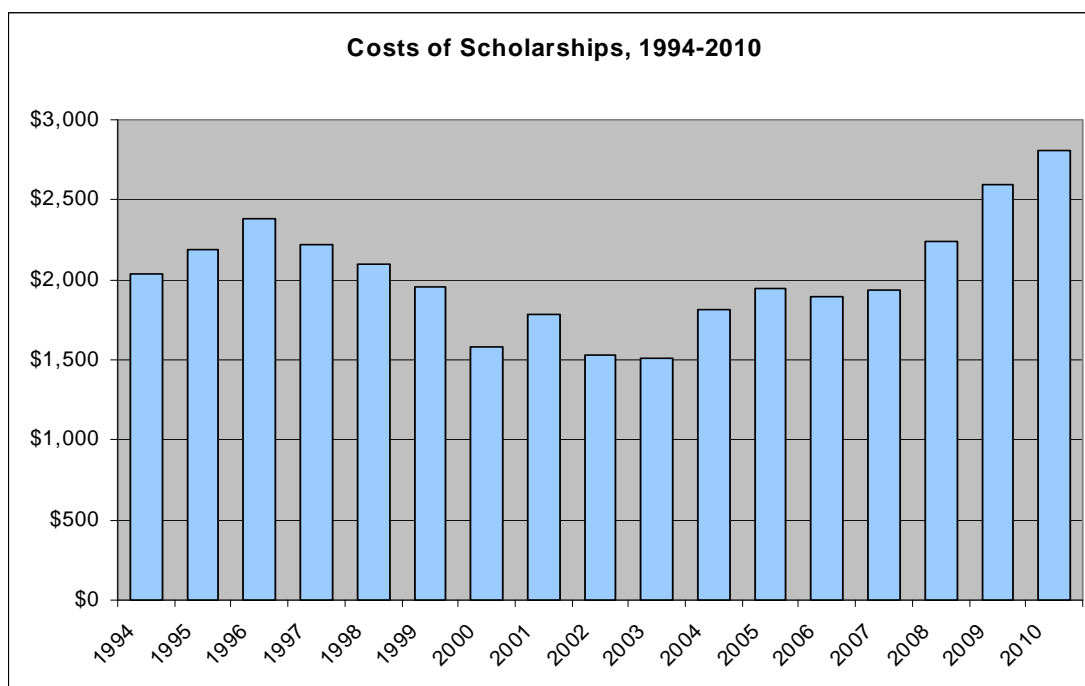


### • Costs of Scholarships in 2010

DAFI scholarships cover registration and tuition fees, book and clothing allowances, subsistence allowances and local transport costs if necessary. In addition, and depending on the need, field research expenses and other educational costs may be financed. As costs of living differ from country to country, the allowances are determined by 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 USD also depend on price fluctuations due to exchange rate variations. Inflation and rising food prices determine the financial requirements of students. The cost of living, therefore, is re-assessed in the Mid-Year review at Headquarters. As a general rule, levels of support should ensure that students can enjoy a modest but decent standard of living, and have the minimum means to complete their degree in the planned time frame of three to four years, depending on the duration of the chosen course of study.

The majority of the scholarship funds are used to cover students' institutional fees (registration, tuition fees, examination and graduation fees). Over the past seven years, increases in academic fees and costs of living have contributed to rising scholarship costs.<sup>23</sup>

From 2004 to 2010, this upward trend resulted in an overall cost increase of 35%. However, comparing the years 2009 and 2010, average scholarship costs have only increased globally by 8% in 2010 (see table below).



There are marked differences in scholarship costs between regions in Africa, and between continents. While Asia (mainly India, Iran, Pakistan) has maintained its low average scholarship costs, and has even reduced in 2010 as compared to 2009, average scholarship costs in Africa increased sharply, from USD 2,749 in 2009 to USD 3,325 – an increase of 17%. The highest increases were in Southern Africa (partially due to a devaluation of the South African Rand and other local currencies in the region) and in East Africa due to a general increase in consumer prices. At the same time, both regions have made high investments in tertiary education institutions and are known to offer good quality university education. Refugee students are charged on par with national students in Kenya, Ethiopia, Tanzania, Uganda, and Southern Africa, if they are recognized refugees and are in possession of valid documents. The issuance of identity documentation for refugees, either recognized by the host government or mandate refugees, is a major responsibility of UNHCR, which it has successfully advocated for in all asylum countries.

In 2010, the average annual scholarship costs in Latin America have decreased by 17%; this is attributed to exchange rate fluctuations and a reduction in budgets for social and monitoring activities. Scholarship costs in Europe increased by 13% from 2009 to 2010. Similarly, in the Middle East and Northern Africa (MENA) the average scholarship costs increased by 4%.

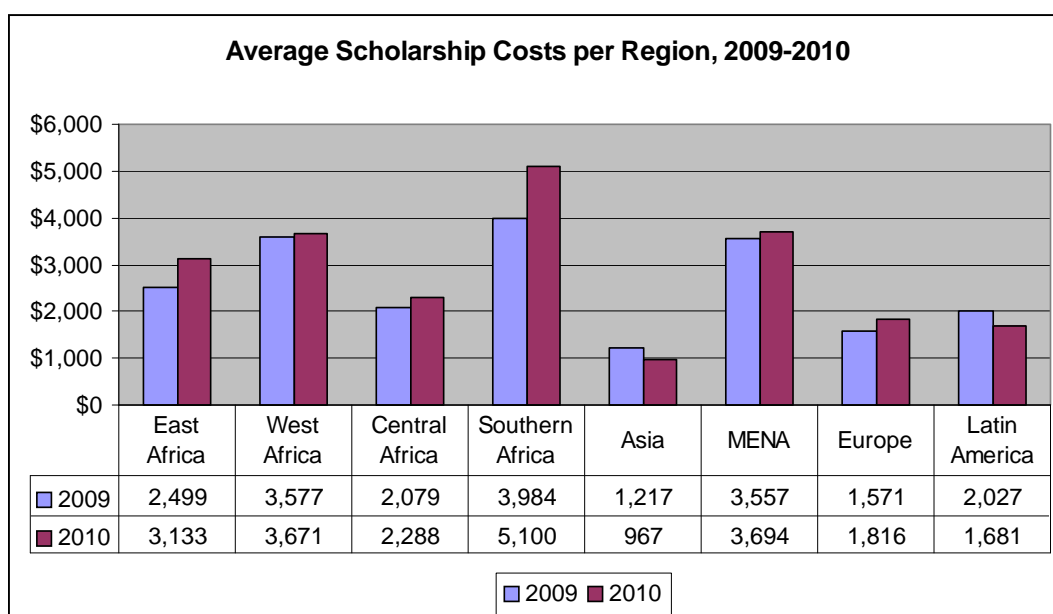
A considerable increase in funding by the German Government in 2008 has made the sponsoring of post-graduate studies under DAFI possible. Many UNHCR country offices argued that a master

<sup>23</sup> Excluding Headquarters administrative costs, but including implementing partner costs, costs for workshops and local travel. See also footnote 7.

degree offers far better opportunities for employment. Consequently, some offices have allowed bachelor graduates with excellent results to continue post-graduate studies, or supported self-financed post-graduate students who were struggling to cope with the payment of fees. In 2010, altogether 138 post-graduate students in Botswana, Ethiopia, Ghana, Kenya, Rwanda, Senegal, South Africa, Tanzania, and Uganda were supported under DAFI.

Apart from an increase in the cost of living in many countries, the sponsoring of post-graduate studies for 138 students has surely contributed to this increase in the average scholarship cost. As a result of the higher costs in Africa, 72.5% of the DAFI funds are spent on 63% of the total students.

The graph below shows the average cost of DAFI scholarship per region in 2009 and 2010:



## 6. Reflections on the DAFI Programme in 2010 and Outlook for 2011

DAFI is a dynamic programme, the only kind of this size targeting refugee students. It allows UNHCR to explore avenue for solutions, to make a difference not only in the lives of selected students, but also in their families and communities. UNHCR needs to further build on the programme after almost 20 years of expertise and experience, and to foster its successful partnership with the Government of Germany to continue to jointly leverage on the success of the DAFI programme in the coming years.

- Limit DAFI Student Transfers

In order to concentrate resources for more effective distribution and control, the DAFI Programme devised a strategy of *focus countries* in 1999. These are determined by the presence and capacity of UNHCR offices in the selected countries, by the size and duration of refugee operations, and by the quality (and equivalence) of education available to refugees, e.g. in terms of language of instruction and certification. Focus countries in the West Africa Region are Benin, Cameroon and Senegal for francophone students, and Ghana for anglophone students. These focus countries are responsible for regional requests for scholarships from neighbouring countries (e.g. from Burkina Faso, Niger, Mali, Côte d'Ivoire, Togo and Guinea). In many countries in West Africa, the quality of higher education suffered from lack of resources, due to the economic crisis or declining terms of trade. Hence, deserving refugee students who want to continue their education after attending secondary schools either in camps or in national schools may not have access to higher education in their countries of asylum. In this case, they may be transferred to one of the DAFI focus countries. In other cases, the language of study may justify a transfer of refugee students.

The focus country 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, legal implications, costs, and possible future commitments of UNHCR towards transferred students, the transfer of refugee students to third countries should be considered on a case by case basis, including the need for stronger support to students and preparation before the transfer.

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 in 2009. In 2010, a total of 26 refugee students from the Central African Republic studied in Cameroon. The practice of transferring students was halted later in 2010 after realizing that students transferred from rural camps to Yaoundé in Cameroon had difficulty coping not only with the standards of higher education in Cameroon, but with the challenges of adapting to city and university campus life. Although the UNHCR Office in Yaoundé provided support to DAFI students to the extent possible, 6 students have dropped out in 2010, and 6 students have had to repeat courses.

A request for the transfer of Somali refugees in Ali-Addeh camp was received in early 2009 in response to the difficult protracted situation in Djibouti. The processing of documents for transfer was followed through by UNHCR offices in Djibouti and Kenya in 2010, until six selected students of Somali origin were finally enrolled at universities in Kenya after their entry certificates had been validated. Four of them arrived in September 2010, and the two remaining students arrived in December 2010. After four months at universities in Kenya, the transferred students contacted UNHCR to request intensive language training in English, because their secondary schooling in Djibouti did not provide them with the level required for university education. In addition, the students also faced difficulties in sciences, history and other subjects relevant for their academic

courses. Their capability and academic performance will be closely followed up in 2011, as it will be important for future decision making on tertiary education provision on student transfer.

Experience with the transfer of refugee students from their first country of asylum to another asylum country for the purpose of academic study shows the need for thorough assessment of the language proficiency, academic level and social adaptation potential of refugee students selected for transfer. Often, the process entails a number of legal- and protection-related risks, and difficulties or delays in validating the equivalency of certificates. The example of the transferred Somali refugees demonstrates also that higher cost, additional time and effort are involved in supporting students to enable them to take up academic studies. When a *sur place* scholarship programme is not possible or recommended, access to distance learning programmes should also be investigated as an alternative to costly student transfers in future.

- **DAFI for Return**

DAFI scholarships were provided to returnee students in Burundi, Mauritania and DRC in 2008 and 2009. In Burundi, 70 returnee students have been, or are still sponsored under the DAFI programme, of whom 21 are female students (30%). Between 2008 and 2010, 7 students dropped out, 10 failed courses and 1 student had to repeat a year. The high drop-out rates for returnee students may be attributed to the lower qualifications of returnees compared to nationals who have schooled in Burundi.

In Mauritania, 28 returnees have benefited from DAFI scholarships. Of those, 11 are females (39%). The failure quota of returnees in Mauritania stands at 21%. One reason for the high failure rate, which has been addressed by the UNHCR Office in Nouakchott, is the lack of language proficiency of selected students in Arabic due to their schooling in French in Senegal. UNHCR has organized extra tutorial courses in Arabic to ensure that returnee students are capable of studying in the Arabic language.

In the Democratic Republic of Congo (DRC), 24 students were transferred from camps in Zambia and enrolled at the University of Lubumbashi, Katanga Province, in October 2009. Five of the returnee students failed the first academic year. A mission undertaken in November 2010 found that students were facing great challenges in adapting to university life and study requirements. They had no orientation of university and campus life, were reluctant to share campus accommodation with other students (thus limiting potential peer support), and lacked the required qualifications for studying the courses they had selected, particularly in the sciences. At the same time, the DAFI programme was new and unfamiliar to the staff of both the UNHCR office and the implementation partner in DRC. The mission report on Zambia and to the DRC concluded that the selection process should be reviewed and strengthened, counselling sessions should be supported by both DAFI Focal Point and university staff, and that sufficient time should be given for adjustment and familiarisation before the official start of the academic year.

- **DAFI Scholarships and Durable Solutions**

Though on a comparatively small scale, DAFI scholarships enable talented refugees to be among the privileged few in Africa, Asia, the Middle East, Latin America and (Eastern, Central) Europe with access to a university education. Tertiary education contributes to progressive solutions to refugee situations, as it prepares refugees for the classic three 'durable solutions': repatriation, local integration and resettlement.

Providing refugees' with relevant education and skills training demonstrates to host governments the potential for refugees to contribute to the labour market as well as countering the perception that refugees are a burden. Tertiary education has considerable potential to become a strategic tool in protracted operations to achieve individual solutions.

A majority of refugee situations, however, are protracted without clear solutions in sight, e.g. Afghanistan, DRC, Eritrea, Iraq and Somalia. It was observed during missions that many qualified refugee graduates have found employment within the legal frameworks of asylum countries, e.g. in Ethiopia, Kenya and Zambia. For professions in high demand such as communication technology, medicine or education, many refugee graduates have succeeded in securing employment and permanent residence permits allowing them an interim solution, as long as full naturalization is not available.

The urbanization trend (according to UNHCR's most recent statistics, almost half of the world's 10.5 million refugees now reside in cities and towns, compared to one third who live in camps) advocates in favour of increased access to tertiary education, to help refugees build their skills to match more demanding job markets and find better job opportunities, thus mitigating protection risks for themselves and for their families.

Beyond the change it enables for individuals, tertiary education can also become a key area to develop partnership and local capacities, and to work with local institutions, rather than creating parallel systems. UNHCR Urban policy issued in 2009 states that *"as a general rule, when working in urban areas, UNHCR will avoid the establishment of separate and parallel services for its beneficiaries, and will instead seek to reinforce existing fully authorized delivery systems, whether they are public, private or community-based."*

In April 2010, the Centre for Refugee Studies (CRS), at York University, Canada, organised an international workshop called Borderless Education: The Provision of Tertiary Programs to Long term Refugees. The workshop provided a forum for discussing and sharing knowledge and experience concerning access to tertiary education for migrants in protracted refugee situations. A representative from UNHCR presented the current support provided to tertiary education thanks to the DAFI programme. In sharing their academic research and fieldwork experiences, workshop participants found that tertiary education does lead to the development of higher quality and more sustainable living conditions in or outside of refugee camps and can benefit host and home countries as well as refugees themselves.

The workshop also highlighted that *"this is a strategic time to pursue an international vision and multilateral efforts towards increasing opportunities for tertiary education for refugees"*. The DAFI programme has always been a pioneer of tertiary education for refugees and should continue to play a catalytic role in furthering opportunities for tertiary education for refugees.

- **Impact Monitoring of DAFI Graduates**

An essential step to monitor the impact of the DAFI Programme has been made by the ACCESS database, which records all names and contacts of graduates for later contact. The establishment of the DAFI website (including a site on Facebook) and various DAFI Clubs in countries of asylum is expected to strengthen students' connections with UNHCR DAFI Focal Points and partners. The number of DAFI club activities organized by committed UNHCR staff and DAFI students continues to grow, albeit slowly. Annual reporting, i.e. the quality of student data provided on the newly formatted excel sheets, should improve as country offices become more familiar with the new system. Precise data will allow for the tracing of graduates in the coming years. An evaluation of the

impact of the DAFI scholarship programme, similar to the evaluation carried out on the occasion of the 15th anniversary of DAFI in 2007, will be investigated for feasibility and cost-effectiveness.<sup>24</sup>

- **Expanding Funding for Tertiary Education**

Developing the full potential of refugees makes a significant contribution to sustainable peace and development. In a meeting in Berlin on 5 November 2010, UNHCR and the German Ministry of Foreign Affairs agreed that it would be beneficial to expand the tertiary education programme by seeking additional funding from new donors. In 2011, the Education Unit will work closely with UNHCR's Private Sector Fundraising (PSFR) to provide proposals, reports, case studies and success stories of graduates to demonstrate the positive impact of tertiary education. The 60th Anniversary of UNHCR in 2011 will provide an additional opportunity to raise donors' attention to tertiary education as a long-term investment for aiding refugee situations. While the DAFI Programme, funded by the German Government, will remain the cornerstone of UNHCR tertiary education, it is anticipated that a fundraising campaign should be done to expand scholarships availability for refugees.. Building on the positive impact and solid reputation of the DAFI programme, UNHCR Syria managed to fundraise locally to increase the available envelope to support tertiary education needs amongst the Iraqi refugee and other nationalities. Almost half of refugees in Syria registered with UNHCR have been in the country for five years or more.

The visibility of tertiary education activities and their impact will be strengthened by various public information and external communication activities in Headquarters, field offices and local partners and donor representations. This will include the production of publications, posters, exhibitions, seminars and other communication tools. Visibility will also be increased by events with the donor community and local fundraising in UNHCR offices in Africa, MENA, Asia, Latin America and Europe. It was noted from annual reports that the vast majority of UNHCR country offices have established cordial relations with German Embassies, and share events related to the DAFI Programme. Preparations for the 20<sup>th</sup> Anniversary of DAFI (1992-2012) will provide an opportunity to underscore the contribution of tertiary and higher education to durable solutions for refugees. Various advocacy tools and activities will also be developed for the anniversary of the DAFI Initiative in 2012.

- **Future needs for tertiary education support**

UNHCR Country Offices have received a total of 1,400 unsolicited applications of eligible refugees in 2010 that could not be considered due to the restrictions on new admissions to the DAFI Programme. The greatest need for scholarships appears to be in Africa, where over 950 valid applications were filed. The largest number of valid applications was received in South Africa (260 of a total of over 900 applications), Rwanda (165 valid applications), and Sudan (120 valid applications). Burundi, Ethiopia, Tanzania, Uganda and Zambia each reported more than 40 valid applications. Over 600 valid unrequested applications were short-listed by UNHCR Offices in Africa, and will require immediate attention in 2011 should additional funding become available.

One of the regions in Africa with the highest number of requests for stipends is Southern Africa which is struggling with mixed migration and refugee issues both within South Africa and in adjacent countries. The majority of refugees in this region are from DRC, Rwanda, Burundi and Somalia, all of whom are highly mobile groups in the region attempting to reach South Africa for the main purpose of higher education. Since this is a regional phenomenon, it should be addressed regionally and in coordination with all countries concerned.

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<sup>24</sup> UNHCR Geneva: Tertiary Refugee Education. Impact and Achievements. DOS/TSS (C. Morlang, S. Watson), November 2007.

Applications in the Americas, Asia Europe and the Middle East add up to over 400 in total, with the highest demands being in Iran, Pakistan, Georgia, Ukraine, Jordan, Mauritania and Syria. However, it should be mentioned that none of the UNHCR Offices have made a call for applications, but rather received spontaneous applications – often by refugee students who have started studying with their own means but are unable to continue paying their study expenses. The indicative figures listed above, therefore, do not fully reflect the needs for tertiary education support among eligible refugees.

UNHCR is also seeking to increase access to universities through distance learning programmes. One of the direct outcomes of the CRS Borderless Education workshop mentioned earlier has been the project to design of a portable degree by CRS-York in Dadaab refugee camp, in partnership with Kenyatta University in Nairobi and Africa Virtual University. The aim of this North-South multi-stakeholder network is to study access to and impacts of education for long-term refugees through on-line/on-site courses and degree, diploma and certificate programs<sup>25</sup>. UNHCR will follow this initiative very closely and continue to encourage exchange of practice among organisations and institutes working on distance education opportunities for refugees.

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<sup>25</sup> Borderless Education: The Provision of Tertiary Programs to Long term Refugees Workshop report. April 9th – 11th, 2010 CRS, York University



**Annex 1: Financial Statements**

**DAFI 2010 Annual Report: Financial Statement (2000-2010)**

| YEAR | CARRY-OVER | CONTRIBUTION | OTHER INCOME*) | TOTAL        | EXPENDITURE  | HQ ADMIN COSTS | TOTAL EXPENDITURES | SHORTFALL/SURPLUS | IMPL. RATE |
|------|------------|--------------|----------------|--------------|--------------|----------------|--------------------|-------------------|------------|
| 2000 | 75,579     | 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    | 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     | 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     | 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  | 5,580,830.00 | -              | 6,657,827.00 | 5,363,456.00 | 529,661.00     | 5,893,117.00       | 764,710.00        | 88%        |
| 2010 | 764,710    | 4,619,970    | 66,934         | 5,451,614    | 5,447,433    | 299,360        | 5,746,793          | (295,179)         | 105%       |

***Albert Einstein***  
**DAFI – German Academic Refugee Initiative**

**Financial Report 2010**

|   |            |                     |
|---|------------|---------------------|
| Contribution from the Federal Government of Germany                 | Euro       | 3,401,000<br>30,226 |
| Equivalent in   | USD        | 4,619,970           |
| Carry over from 2009  | USD        | 764,710             |
| <b>Total funds available from the Federal Republic of Germany</b>   | <b>USD</b> | <b>5,384,680</b>    |
|   |            |                     |
| Total Operational Budget  | USD        | <b>5,593,825</b>    |
| Total Operational Expenditures                                      | USD        | 5,451,362           |
| Headquarters Administrative and Staff Costs                         | USD        | 299,360             |
| <b>Total Expenditures as of 31/12/2010 (Period 01/0-1-31/12/10)</b> | <b>USD</b> | <b>5,750,722</b>    |
|   |            |                     |
| <b>Other contributions</b>  | <b>USD</b> | <b>366,042</b>      |

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.

## Annex 2 - Map DAFI Programme 2010



## **Annex 3 – Country Fact Sheets 2010**