

## The "Albert Einstein" German Academic Refugee Initiative Fund (DAFI)

The primary **objective** of the DAFI Programme is to contribute to the promotion of **self-reliance** of refugees by providing them with a professional qualification geared towards **future employment**. More generally, the DAFI Programme aims at contributing to the **development of qualified human resources** needed in the future reconstruction of refugees' home countries. The DAFI scholarship project can be an effective instrument contributing to the attainment of self-reliance if used in the right way and right context. These *guidelines* aim to help UNHCR country offices to make effective use of this instrument.

The DAFI Scholarship Programme is an earmarked, voluntary fund donated to UNHCR by the Ministry of Foreign Affairs of the Federal Government of Germany. Its purpose is to support needy refugees who qualify for academic studies in their asylum country. The Division of Operational Support (DOS) is responsible for the annual programming and monitoring of the global project, and reporting to the German donor<sup>1</sup>. The responsibility of implementing the DAFI project is delegated to UNHCR Offices in various countries.

The funding is, as stated by the donor, "*purpose-bound*" i.e. the funds have to be used to sponsor academic studies for eligible refugee students. These studies, by definition, exclude informal vocational and skills training courses, but allow para-professional training

provided at polytechnic institutions and higher technical colleges<sup>2</sup>.

The revised guidelines supersede the *DAFI Policy and Guidelines, Geneva, June 1999* taking into account recommendations of an internal audit<sup>3</sup>, *lessons learnt* during field missions, and communication with country offices and operational partners.

The revised DAFI Guidelines are not exhaustive, but have the advantage of being brief, 'user-friendly' and practical. They provide a framework of steps for the selection of students, monitoring of performance, reporting, and give a checklist on useful tools for implementation.

The guidelines are intended to remain valid for the coming years, and are therefore providing general guidance. Specific instructions reflecting the actual funding situation and resulting requirements will be issued in the *Annual Programming Instructions (IOM/FOM)* by the Programme Coordination Section in DOS.

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<sup>1</sup> Programming in UNHCR Headquarters: The global DAFI project is divided into 9 regional LOI's each sub-divided into sub-projects by country.

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<sup>2</sup> Polytechnical colleges in the anglophone, and l' École Polytechnique and "l' École Supérieur" in the francophone education system are educational institutions which offer "higher diploma" (two to three years), or "diplome supérieure" or "diplome d'état supérieure" (three years) of high-level and professional orientation. Minimum entry requirements are usually at 'O'level or "baccalaureat" examinations respectively.

<sup>3</sup> OIOS, Audit Report of September 2001 (AR2001/601/02).

## 1. UNHCR Policy Priority: Promoting Self-Reliance

The provision of DAFI scholarships to refugee students should be regarded as a programme embedded in a broader **UNHCR strategy of promoting self-reliance** among refugees. Education as a basic human right forms an essential part of this strategy. Support to higher education, vocational and skills training, and academic, professional training for a selected group of eligible young refugees can contribute to the attainment of self-reliance of refugees and their families, provided that basic conditions of protection are being secured.

The strategy to promote self-reliance of refugees entails two dimensions:

### **Protection**

On the basis of the *Convention and Protocol*<sup>4</sup>, and other relevant legal regimes to guarantee the *protection of refugees* and their basic *human rights*, refugees are recognized either as *prima facie* or in *individual status determination*. Their status, either acknowledged by the host government and/or by UNHCR (*mandate refugees*) provides them with identity documents and access to basic services (including health, education) and rights (work permits, freedom of movement). Unless a refugee's legal status and protection in the country of asylum is secured, assistance in higher education aiming at a professional qualification cannot be expected to have the desired impact of promoting self-reliance. Therefore, a refugee's **legal status** needs to be clarified before his/her application for a scholarship can be considered.

### **Durable Solutions**

Following UNHCR's 'situational' approach, encompassing one or more countries of asylum as well as the country of origin, assistance and solution strategies of each beneficiary population are formulated in the *Annual Country Operation Plan (COP)*. Normally, these strategies focus on voluntary repatriation, local settlement or resettlement. The rationale of UNHCR for investing into tertiary education of refugees is to enhance the qualifications of individual refugees, thereby creating preconditions for the attainment of self-reliance, and to contribute to the overall assistance and solutions strategies aimed at overcoming a given refugee problem. The inclusion of tertiary education in a country operation should have the following objectives:

- Primarily, to contribute to the qualification of human resources needed to assist in the home countries' reconstruction and economic recovery after **voluntary repatriation**. The instrument of DAFI scholarships should be used to train future professionals, such as health staff, teachers and engineers, to support reintegration programmes. This potential is not yet fully recognized, and applied in only few UNHCR operations. It would require close collaboration between countries of asylum and country of origin to share lists of trained professionals among refugees and returnees.
- Secondly, to facilitate the **local integration** of qualified refugees in their first country of asylum. Scholarships should be used to train required professional staff to work in the host country, or preferably in refugee communities. Local integration can be of temporary nature and should not be confused with 'naturalization'. However, awarding scholarships should take into account the

<sup>4</sup> *Convention and Protocol Relating to the Status of Refugees*, Geneva, 1951 and 1967; OAU Convention 1969.

possibilities of beneficiaries to find legal and gainful employment in the asylum country once his/her studies are finished.

- Thirdly, as a prerequisite for smooth integration and good employment chances in the **resettlement** country. It should be stressed, however, that the provision of scholarships to refugees likely to be resettled is the least preferable option. Resettled refugees usually have better opportunities to enter higher education in the resettlement country than in their country of asylum. Substantive investments in tertiary education are difficult to justify, if the qualified person moves from a post-conflict country or region with a critical need for qualified human resources to a traditional resettlement country ("brain drain").

### ***What do we want to achieve?***

The overall primary objective of the DAFI Programme is to provide an instrument for human resource development for post-conflict recovery. As it is not always possible to measure the achievement of this overall objective, it has to be translated into the context of the country's durable solution strategies for different groups of refugees. Acknowledging this, UNHCR proposes project objectives, which are *country-specific, measurable, achievable, realistic, time-bound and relevant to the situation of refugees*.

In the following, examples are being provided on how objectives, outputs and indicators could be formulated in the relevant project documents (see [Annex 6](#)).<sup>5</sup>

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<sup>5</sup> See also: "Project Planning in UNHCR - A Practical Guide on the Use of Objectives, Outputs, and Indicators" issued under IOM/23/2001-FOM/22/2001 (an updated version is expected shortly).

Objectives	Expected Results/Outputs	Indicators
<ul style="list-style-type: none"> <li>Deserving refugee students(both, students who had to interrupt their studies, and those who obtained their high school certificate in their country of asylum) obtain an academic qualification which allows gainful employment and self-reliance.</li> </ul>	<p>X no. of selected students supported during planning year % of graduates who find gainful employment within two years after completion of their studies</p>	<p>No. of students attending university/institution</p>
<ul style="list-style-type: none"> <li>Provide professionally qualified staff to country of origin after voluntary repatriation.</li> </ul>	<p>Relevant ministries (or organisations) contacted in CoO through UNHCR office in CoO  Graduates registered for voluntary repatriation</p>	<p>X no. of students selected wishing to return to CoO; X% of graduates keeping regular contact with UNHCR office to report on employment; X no. of graduates finding employment after voluntary repatriation.</p>
<ul style="list-style-type: none"> <li>Provide temporary protection to deserving refugees.</li> </ul>	<p>X no. of students received identity documents</p>	<p>X no. of students enrolled at university X no. of students enjoy temporary protection (asylum)</p>
<ul style="list-style-type: none"> <li>Support deserving refugee students to obtain an academic/professional qualification to facilitate their local integration.</li> </ul>	<p>X no. of students graduated; X no. of graduates found employment in country of asylum.</p>	<p>X no. of graduates obtained work permit in CoA.</p>
<ul style="list-style-type: none"> <li>Prepare eligible refugee students for gainful employment in country of asylum and/or country of origin.</li> </ul>	<p>X no. of students supported until graduation X no. of graduates found employment</p>	<p>X no. of graduates repatriate to CoO.</p>

## 2. The Selection of Candidates for DAFI Scholarships

### Who is an eligible candidate?

Target groups for DAFI scholarships are ***needy and deserving refugee students in their country of asylum:***

- Students who had to interrupt their studies due to flight, and having documentation of previous university or college studies of their country of origin;
- Students who have successfully completed their secondary schooling to a high standard in camp-based refugee schools, or in national schools in their country of asylum;
- Qualified refugees who have no means of support for university studies, or are excluded from application for scholarships available to nationals;
- Refugee students who have proficiency in the language commonly taught at universities or colleges in their country of asylum;
- Returnees wishing to complete their interrupted university education, but having no financial means to do so because their families have not yet re-established themselves in the country of origin.

### What are the selection criteria?

An overview lists selection criteria below. Primary selection criteria narrow the group of eligible candidates by excluding all those who do not meet the criteria. Secondary criteria finetune selection criteria:

#### Primary selection criteria are:

- ✓ Recognized refugee status
- ✓ Excellent academic performance
- ✓ "Neediness", i.e. socio-economic status of the applicant's family
- ✓ Age of the applicant
- ✓ One scholarship per family

The ***primary selection*** criterion is a student's academic performance, or school leaving certificate with excellent marks. By the time of application, admission to university, or at least a provisional admission letter, should have been obtained by the applicant. School and university certificates have to be verified prior to the selection of candidates. In cases where certificates are not originals, or are older than three years, the testing of applicants is advisable. Indeed, entry tests of applicants conducted by the educational institution, or in collaboration with the university, have proven to be a very effective method of selection.

As part of the selection process, applicants should be ***screened by the Protection Officer*** of the UNHCR Branch Office to verify their refugee status in case of individual status determination. In some countries, *prima facie* refugees will have to be confirmed by the respective Government body when they leave the refugee camps to pursue studies in the capital of their country of asylum. ***Asylum seekers*** are normally not eligible for a DAFI scholarship.

The criterion of **neediness** should take into account the socio-economic situation of an applicant and his/her family members in the country of asylum. The status and occupation of the household head, the household income and external support can provide indicators to assess a candidate's need for a scholarship. Guidelines for interviewing and assessing the applicant's economic situation are given in [Annex 3](#).

The **age limit** of 28 years at the beginning of academic studies should be strictly observed. But age as criterion for selection would also depend on the type and duration of the academic course. An exemption could be applied to health and education science courses of shorter duration provided to health staff and teachers with previous working experience or employment.

In order to **allocate benefits in an equitable manner** to as many refugee families as possible, no more than one scholarship should be provided to a single refugee family.

**Secondary selection criteria** include a number of protection and programme considerations:

- ✓ Field of study and relevance to employment chances
- ✓ Choice of short-term and employment-oriented course
- ✓ Priority of female applicants
- ✓ Vulnerability
- ✓ Rural (camp-based)/urban refugee
- ✓ Ethnic, religious and communal balance (where appropriate)

Applicants should be able to clearly express their reasons for having chosen the particular study subject, and relate their choice to **expected future employment opportunities** in the country of asylum and upon repatriation. The granting of new scholarships should be limited to students contemplating courses of four, or less than four years duration, with reliable prospects and high probability of employment, such as computer studies, para-medical and teaching professions etc. In view of limited funding, and its negative impact on the annual number of beneficiaries, full-length university courses in medicine and similar courses should not be entertained.

One of the UNHCR policy priorities is to increase **female education** in primary and post-primary education. Supporting this policy, DAFI scholarships should be used to increase the equal participation of female students in tertiary education. Academically trained and professional women as future role models can play a catalytic role in promoting girls' higher education. Affirmative action is needed in UNHCR field offices to promote females in higher education. Therefore, female candidates are given priority in the selection of students sponsored under DAFI.

**Vulnerable persons** (disabled, victims of violence, members of vulnerable households) among refugee students with excellent academic records should be given special consideration in the selection of candidates.

The scholarship assistance should balance between **applicants from rural refugee populations (camps and settlements) and urban refugees** to gradually increase access of rural refugees to relevant information and, subsequently, higher education. Where rural refugee schools exist, information on the availability of scholarships should be disseminated by UNHCR or its operational partners. In countries where

UNHCR is assisting large camp-based populations ('protracted refugee situations'), at least 50% of applications for scholarships should come from rural camps and settlements, or from rural-based refugee secondary school-leavers.

### 3. The Selection Process

The annual selection process normally involves several steps from pre-selection to shortlisting and the final selection of candidates by individual interviews. Efforts have been made in the past years to agree on a *scholarship quota* for the majority of countries with DAFI projects to facilitate planning. Assuming that the funding for the DAFI programme remains stable and predictable, UNHCR will continue to finetune this instrument.

The final selection should be done by members of a **Selection Committee**. This committee would comprise of representatives of:

- UNHCR (two staff members, at least one staff in the professional category)
- The German Embassy (usually the Cultural Attaché)
- NGOs (national, international) providing scholarships for higher education
- The implementing partner charged with education programmes by UNHCR
- The university, academic institution or the Ministry of Education

The following **steps of selection** are proposed:

Action	Responsible
Dissemination of information on scholarships and application forms to all refugee secondary schools	UNHCR BO and FO, and implementing partner
Filling in of application forms and receipt of applications (HCR/FORM/ED.1)	
Pre-screening of applicants according to agreed criteria	DAFI Focal Point and implementing partner
First shortlisting of suitable candidates	See above
Preliminary interviewing of candidates (not mandatory, depending on the number of applicants)	UNHCR DAFI Focal Point and implementing partner
Second shortlisting based on preliminary interview results	See above
Interviewing of shortlisted candidates by (cf. guideline questionnaire in Annex)	Selection Committee/Panel
Discussion of individual cases and selection of DAFI scholars	Selection Committee/Panel

### **Interviewing of Candidates**

The first interview of candidates may be done by a designated *DAFI Focal Point* in the camp or settlement in which the candidate(s) live, as it may not be feasible for candidates to travel to the capital city. The final selection by the Selection Committee, however, should be done at a central location (capital city) to ensure the participation of the German Embassy. A representative of the German Embassy in charge of monitoring the DAFI project on behalf of the donor must be invited well in advance. The UNHCR DAFI focal point has to ensure that the German Embassy receives comprehensive information on applicants, and the selection criteria and process.

## 4. Implementation of DAFI Projects

### Operational Partners

DAFI projects may be directly implemented by UNHCR offices, provided that sufficient staff time can be devoted to the project. In line with general UNHCR policy to delegate implementation whenever feasible, DAFI projects with more than ten scholarship holders requiring considerable staff time should be handed over to operational partners. It is advisable to engage a suitable partner organisation, a local or international NGO, with a proven record in refugee education. As a minimum requirement, the implementing partner should have a staff member with education expertise in the country concerned. In cases where a partner organisation is charged with the implementation, it should be stressed that UNHCR retains its role to ensure a uniform and equitable dissemination of information on scholarships, receipt of applications, the screening of applications, and the monitoring of the operational partner.

**Operational support costs** charged by the implementing partner to the DAFI sub-project should normally not exceed 5% of the annual DAFI budget. In order not to compromise the quality of implementation of the operational partner, the percentage paid to operational support may be handled with reasonable flexibility.

A **checklist** of key implementation steps for operational partners is attached in Annex 1.

### University Admission

Students wishing to apply for DAFI scholarships should fill an **application form** (attached in the Annex 2) to be submitted to UNHCR. Applicants should be admitted to university or institutes they wish to attend, or obtain a letter of admission at the time of applying for a scholarship. Flexibility is required, however, in cases where camp refugee students who live far from the chosen university, have no means to obtain prior admission. In some countries, admission to tertiary institutions is restricted to those students who have successfully passed university entry tests. In this case, an applicant should provide evidence that he/she has participated in, and passed an entry test.

Students applying for a DAFI scholarship should present original school certificates. Testing of applicants/students is recommended in cases where an applicant only holds copies of his/her school certificates, or qualifications were obtained outside the country of asylum more than three years ago. The testing of candidates can be done by secondary school teachers or in collaboration with the university or educational institution.

Universities selected by applicants should be those accredited by the government of the host country, to assure a minimum standard in academic education. University education standards generally differ widely worldwide, and cannot easily be appraised. Universities and institutions with a record of frequent disturbances affecting the learning of students, and of having poor library and laboratory facilities, are not recommended.

## Scholarship Duration

DAFI scholarships are provided strictly for one academic year, as stated in the *sponsorship agreement* with the student (see [Annex 4](#)). After one year, the scholarship will be renewed for another year, if the student passed the annual examination to be promoted to the next academic year. In case a student fails one course, and can repeat it during the next academic year, the scholarship will be renewed. If a student fails more than one course, and is thus not promoted to the next academic year, the scholarship should be terminated, unless there are justified reasons for the student's failure, such as long absence due to certified sickness. The limited number of scholarships available does not justify sponsoring students with unsatisfactory academic performance.

Scholarship assistance should not exceed **four years** to allow more students to benefit from the programme. The limitation to four years should be explained to students before granting a scholarship. Scholarships for study courses of five years duration must be approved by the Education Officer (DAFI) in Headquarters prior to granting a scholarship.

## Partial Sponsorship by DAFI Funds

A partial sponsorship under the DAFI project is possible if the candidate has some other source of funding, for instance, for registration and tuition fees. In this case, a selected student would only receive a subsistence allowance.

In other cases, students may be able to sustain themselves, but may only need support to pay for registration/tuition fees.

## Post-Graduate Studies

Post-graduate studies (e.g. M.A., M.Sc., some postgraduate Diploma courses) are generally not supported under the DAFI programme. UNHCR Field Offices wishing to submit exceptional cases for sponsorship must seek prior approval by the Education Officer (DAFI) in Headquarters. Graduates should be encouraged to search for other sources of funds to sponsor the continuation of their academic studies.

## Focus Countries And Studies in Third Countries

The UNHCR Auditors recommend focusing scholarship assistance on asylum countries with quality university education. The policy of **focus countries** is being mainly applied in *West Africa*. University education is of questionable quality in a number of asylum countries in West Africa. Moreover, scholarships were provided to long-term beneficiaries, which made monitoring in terms of strict compliance to the DAFI policies difficult. Focus countries have been selected on the basis of major refugee situations in West Africa, on the quality of university education available, and on the staffing available (both of UNHCR and/or implementing partner) to facilitate efficient implementation and monitoring. Considerations of graduates' employment were secondary in this decision. Focus countries in **francophone West Africa** are **Benin and Senegal**, while **Ghana** has been selected as a focus country for **anglophone West Africa**.

To allow refugee students equitable access to scholarship assistance in asylum countries which are "*non-focus countries*", UNHCR should provide for the transfer of students to a second country of asylum (*educational placement*), provided the applicant fulfills all selection criteria for a scholarship sponsorship.

The planned educational placement of refugee students under DAFI has to be approved by the Education Officer in Headquarters. The transfer of students also has to plan for the return to the first asylum country or the country of origin at the end of the study course. Legal aspects would have to be clarified with the concerned Protection Officers and Governments (refugee administration) in both first and second country of asylum, as well as with the receiving UNHCR Branch Office. Costs of transfer can be covered under the DAFI project, if approved by Headquarters. It is preferable, however, to cover such costs under the budget of protection activities.

## Discontinuation of Scholarships

Monthly payments to which students are entitled under the DAFI scholarship programme should be specified in an *agreement with students* (see [Annex 4](#)) to avoid any conflicts resulting from lack of transparency and misunderstandings. This contract of sponsorship is subject to availability of funding, and valid for one year. The contract is renewed for another year if the student has passed year-end examinations promoting him/her to the next academic year.

Reasons for discontinuation of a scholarship are:

- repeated failure of examinations
- failure to submit study progress reports
- double sponsorship
- Cheating at examinations is a reason to immediately terminate a DAFI scholarship. In the light of the limited funds available for scholarships, any suspicion of fraud, malpractice or seeking unfair advantage should lead to suspension of benefits, pending thorough investigation. Special cases should be referred to the Education Officer at DOS for review.

When host country educational institutions close due to disturbances, scholarships should continue to be paid for a period of three months. The Education Officer in Headquarters must be informed of the closing of universities and/or institutions immediately. During the first 3-months period, UNHCR, the implementing partner and

the scholarship-holder should try to find constructive activities for the students, such as internships and short courses (e.g. computer, language courses) or attachments relevant to their subject of study. These alternative activities may be supported, if the funding situation allows. After a period of 3 months, if the institutions are still closed, assistance should be discontinued until the resumption of the new academic year.

### **Counselling of Refugee Students**

It is important for refugee students entering into an unfamiliar social context to find support and understanding. An enabling environment to contribute to their success at university could be achieved in several ways:

- A student counsellor at university (usually the Foreign Student Advisor) should be informed about the students, and be encouraged to collaborate with the DAFI focal point or the implementing partner by, for example, holding regular meetings, e.g. once per term or quarterly;
- A fixed day each week (depending on the number of students) should be reserved by the UNHCR focal point or the implementing partner for counselling of individual students or meetings with students' representatives. Regular contact with students will facilitate the timely intervention on specific problems which may occur during the study term.

For various reasons, refugee students may face specific problems, e.g. the lack of proficiency in the language of study or in specific subjects. These should be identified and addressed in due time, by providing **extra tuition** either during the study term or during semester holidays. A provision in the budget (I.27.I.12998 other payment) should be made for the payment of related costs, such as tutors.

Counselling should also include guidance to, and encouragement of ex-scholars on how and where to seek employment. The Branch Office may issue support letters to the graduates confirming their excellent academic performance.

### **Workshops and Seminars**

Annual workshops or seminars for DAFI students should be held with implementing partners and UNHCR to provide a forum for discussion of issues of concern, share information and establish support networks.

Annual workshops are highly recommended to foster a sense of solidarity and responsibility among sponsored students. For instance, students should be encouraged to exchange information on any matter of concern, to establish study groups for mutual assistance in particular subjects, to invite lecturers or potential employers, and to learn job searching skills.

Students' workshops may also provide a support network, which helps to maintain contact between graduates and UNHCR beyond graduation. Representatives of the German Embassy, German companies, chairpersons of 'Chamber of Commerce and Industry', representatives of German foundations and NGOs may be invited to a workshop to generate their interest in graduates. Budgetary provisions should cover some basic costs of food and drinks during workshops or seminars.

**Attachments and Internships**

Where local conditions permit, and in view of future employability, it is highly recommended that refugee students arrange an attachment to a workplace related to their subject of study. The advantages are obvious: they become acquainted with the labour market and conditions, establish useful contacts and develop a clearer orientation towards their desired field of work.

Attachments may be arranged by students during long vacations, preferably for 2 - 3 months. Internships of 6 months duration should be considered useful in terms of job placements after graduation. UNHCR offices or implementing partners should establish a network of organisations, businesses and companies willing to provide internships to students or ex-students.

Subsistence and related allowances for the duration of both attachments and internships should be included in the budget.

## 5. Programming of DAFI Projects

### Project Description

In line with the standard format for UNHCR project descriptions (cf. Annex 6), the DAFI country-specific objectives, the description of beneficiaries, planned achievements/expected outputs, and measurable indicators should give sufficient information to enable the monitoring of the DAFI programme.

### Project Budget

UNHCR's project cycle is from January to December, while the academic year in many countries lasts from October to September. The annual budget, therefore, has to plan for the following costs:

- for on-going students from January to December, i.e. university fees due in September, and subsistence allowances for 12 months. The registration and tuition fees due at the beginning of the new academic year will have to be estimated at the time of project submission;
- expected graduates in July/August, who would receive a subsistence allowance from January to August;
- new admissions to the scholarship project, or replacement of graduates in September. University fees due in September and subsistence allowance covering October to December have to be included in the project budget.

Following the *Annual Programming Instructions* (IOM/FOM issued by PCOS), submission of DAFI projects is due usually by **early November**. Additional instructions to reflect the expected funding available for DAFI are issued by the responsible Education Officer (DAFI) in HCDS/DOS advising on the number of new scholarships available, or scholarship quota for various countries. Field Offices should indicate their budget requirements for on-going students, as well as requirements for planned new admissions, or replacement of graduates. *Letters of Instruction* will be issued at the latest at the beginning of the new project cycle in early January, when expected donor funding can realistically be estimated.

### Assistance to Refugee Students:

#### Registration/Tuition Fees

Registration and tuition fees (sub-item I.27.I.12230) are calculated for the number of students admitted at university during the project duration (January to December). In most countries, refugees pay the same fees as national students. In others, refugees have to pay the registration fees applicable to foreigners which are considerably higher, despite the fact that the *1951 Geneva Convention and Protocol*<sup>6</sup> makes provisions for the public education of refugees. All efforts, preferably at UNHCR

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<sup>6</sup> *Convention and Protocol Relating to the Status of Refugees*, UNHCR; cf. Chapter IV, Article 22 on Public Education.

Representative level and with the active involvement of German Embassies, should be made to negotiate with the Government and the concerned institutions, to take a more favourable decision on fees for refugee students.

### **Students' Monthly Allowances: Subsistence Allowance**

Students' monthly or **subsistence allowance (I.27.I.12300)** as part of the DAFI scholarship will be applied uniformly in all projects. It encompasses the following components:

- living allowance (food)
- boarding/housing allowance
- local travel allowance
- pocket money (or personal allowance)

Generally, the level of allowances should reflect real needs and actual costs of living in the given country. Subsistence allowance should be systematically calculated by the Field Office on the bases of a basic "*commodity basket*" including food items needed by students and their current prices. Considering the prevailing high inflation rates in many developing countries, this basket needs to be reviewed regularly and adjusted in line with current market prices. Subsistence allowance is usually paid for twelve months per academic year. If a student enters into an attachment during his/her long vacation, adjustments should be made to the subsistence allowance in line with actual needs. In cases, where students return home (i.e. within the host country) they will be paid a local travel allowance covering their return travel, to be charged under "other payments" (I.27.I.12998).

**Boarding or housing allowance** as part of subsistence should cover the costs of housing on university campus, or, if the prices are prohibitive for the students, a similar boarding outside the campus. In some cases, when students live with their parents, a boarding allowance should not be paid. **Local travel allowance** should cover the daily travel between the university and home - if applicable. **Pocket money** should include non-food items such as stationery and other minor expenses.

### **Students' Annual Allowances**

**Costs for medical insurance or medical treatment (I.27.I.12210)** are handled by UNHCR offices in accordance with local implementing arrangements and requirements. Costs for medical treatment should generally not be paid out to the students. It is advisable that the UNHCR office or the implementing partner keeps a fund for medical expenses which reimburses expenses when they occur, directly to the clinic or pharmacy.

Annual payments also include an **allowance for books (I.27.I.12040)** and **clothes (I.27.I.12070)**. Students working on a thesis or a research project during their final year, and requiring additional funds, **allowances for fieldwork, research and/or project work** should receive support under I.27.I.12998 (other payment) against verified receipts.

### Overview: Scholarship Components

Budget Item	Budget Code	Period
Registration/Tuition fees/Related Fees	I.27.I. 12230	per term/semester in a budget year
Subsistence Allowance	I.27.I. 12300	per month/per student in a budget year (12 months)
Medical Referral/ Treatment Costs	I.27.I. 12210	per annum
Book Allowance	I.27.I. 12040	per annum
Clothing Allowance	I.27.I. 12070	per annum
Field/Project Work Allowance (specify)	I.27.I. 12998	per annum, if applicable
Travel Allowances (specify)	I.27.I. 12998	per annum, if applicable

A **beneficiary card** (see [Annex 7](#)) should be kept for each individual scholar, to record payments made under the DAFI fund and the academic performance of the student.

## 6. Monitoring and Reporting

Compliance with the reporting requirements for DAFI projects is imperative to maintain the commitment of the donor. Continuous funding can only be safeguarded by feedback on progress of the programme. The donor is particularly interested to learn about annual achievements, as well as the medium to longer-term impact of this project on the *asylum quality* of refugees and the reintegration of returnees. Information received from field offices is compiled in an *Annual Report* to the donor.

UNHCR Field Offices and operational partners should monitor students' academic performance at least twice per semester, and take appropriate action when required.

**Sub-Project Monitoring Reports** (SPMRs) have to be submitted after the project cycle has ended in February/March, usually by **28 February**. The SPMR for DAFI projects entails three parts, i.e. a financial, a narrative part and tertiary education statistics (EDS, EDSTAT3; see [Annex 8](#)) to be submitted to Headquarters by the *DAFI Focal Points*. The reporting format should follow the outputs and indicators given in the project description. Narrative reports are required for earmarked funding, and should include brief and relevant information on:

- number of applications received (secondary school leavers and study interrupters)
- number of applicants on first and second shortlist and number selected
- number and gender of DAFI beneficiaries
- individual drop-out cases or discontinuations and their reasons for discontinuation
- academic performance of beneficiaries (results of year-end exams)
- brief description of implementation arrangements
- reporting on workshops held with students
- reporting on attachments and/or internships of students or graduates
- reporting on successful job placements of graduates
- reporting on measures taken to follow-up on graduates
- other relevant information on the DAFI project (e.g. interruption of studies due to disturbances, protection issues etc.)

### The Role of the German Embassies

Embassies of the Federal Republic of Germany, the principal donor to the DAFI programme, are requested to monitor the implementation of DAFI projects by or through UNHCR, and report their observations to the Foreign Office in Germany. Therefore, UNHCR offices are strongly advised to establish a good rapport with the embassy in their country, maintain a regular contact and keep the embassy informed of major developments. During the selection of new students, or the renewal of on-going beneficiaries, the German Embassy Representative can take part in decision-making, provided that the person has all necessary background information on the individual case.

### **The Follow-up of Graduates**

Reporting on students who have graduated during the budget year has to be included in the Sub-project Monitoring Reports (SPMRs). Appropriate measures should be effected by the partner organisation to obtain reports from previous graduates on employment. Annual workshops for students and graduates facilitating networks can be one way to encourage graduates to keep contact with UNHCR or the operational partner. Other measures should be explored to ensure that graduates report back, irrespective of failure or success in their search for employment.

In previous years, graduates had been requested to provide feedback on their employment status (see form in [Annex 5](#)), which has proven unsuccessful, as the return rate has been very low. Obtaining information through refugees' and students' own networks appears to be a more promising avenue.

Information on graduates' professional careers should be included in the SPMR. It would also allow UNHCR to evaluate the success of the DAFI scholarship programme, and introduce improvements where necessary.