

INDEX

- Abuse, 40
- Academic networks, 138
- Act of teaching, 46
- Add-on donation, 228
- Addis-Ababa Recognition
 - Convention (2014), 92
- Adjusting process, 123
- Admissions Committee, 253
- Adult language learning, 194
- African great lakes region, 146
- Albert Einstein German Academic Refugee Initiative Program, 59
- Alternative education systems, 104–105
- Altochtonen van de Toekomst*
 - (see “Native-immigrants of the Future”)
- American University of Kurdistan (AUK), 243
- Apprentice application forms, 241
- Arabic MOOC platform, 133, 134
- Arabic teaching team, 137
- Archaeological Science, 227
- Archaeology, 227
- Armed conflicts, 5
- Article 26 project, 223
- Asia Pacific Refugee Rights Network (APRRN), 266
- Asset-based lenses, 200
- Asset-based perspectives, 200
- Assumption, 253
- Asylum, 5
 - demand, 4–5
 - seekers, 5, 144
- At-risk student, 223, 227
- Atlantic, The*, 45
- Australian Catholic University (ACU), 264
 - Burmese and Thai context, 265–266
 - challenges and solutions, 268
 - ethos and IHD, 272–274
 - evolution of ACU diploma program, 266–267
 - inclusion, 269
 - liberal studies program, 267–269
 - pedagogical challenges and solutions, 271–272
 - program delivery, 270–271
 - protection, 270
 - tertiary education program, 264
 - Thai Burma Diploma in Liberal Studies program, 265
- Australian Government, 251
- Australian graduate medical school, 253
- Australian universities, 251
- Bachelor of Arts program, 267
 - “Background paper”, 93
 - “Bail out” program, 58
- Belgian higher education, Syrian students in, 166–167
- Belgian higher education institutions, 163
- Belgium
 - higher education system in, 164–165
 - Syrian refugees challenge for, 163–164
- BHER project, 135
- Big heart organization for relief and development, 240
 - organizational overview, 240
 - process, 241–242
 - program overview, 240–241
- Bilingual teachers, 197
- “Black box”, 4

- Blended learning, 133, 134, 136, 138
 - higher education, 136
- Board of Relief and Humanitarian Affairs, 241
- Boko Haram ideology, 22–24
- Boko Haram insurgency dynamics
 - attacks on schools and barriers to higher education in Northeast Nigeria, 74–78
 - barriers to higher education with IDPs, 78
 - ethnic composition of NorthEast states in Nigeria, 73
 - frequent deferments/withdrawal from schools, 79
 - lack of infrastructure, 79
 - Maitasine radical militant Islamist movement, 71–72
 - region, 72–73
 - school fees and other sundry expenses, 79–81
 - SoE, 73–74
- Boys, 111–112
- “Brideprice”, 104, 110, 112
- British colonial policy, 102
- British education system, 224
- Brutal suppression of non-Burman ethnic groups and civil wars, 265
- Buddy project, 168
- Budgetary crisis, 239
- Bureau of Population, Refugees and Migration (BPRM), 240
- Bureaucracy, 45
- Burmese context, 265–266
- Business
 - model, 237
 - owners, 237
 - plan, 237, 245
- Camp-based refugee education, 91
- Camp-bound refugees, 57–58
- Campaign, 229, 230
- Camps in Kurdistan, 237–238
- Career advising, 199
- Career advisors, 198
- Career counseling, 206
 - challenge of refugees’ integration on global scale, 207–208
 - theoretical approaches to career targeting refugees, 208–212
- Career guidance programs, 11
 - contribution of normative models of, 209
 - contributions of systemic models of, 210–211
 - role directing to migrants and refugees, 212–215
- Career intervention levels, 212
- Career management models, 209–210
- Career satisfaction, 209
- Career targeting refugees, theoretical approaches to, 208
 - CACCM, 211–212
 - contribution of normative models of career guidance, 209
 - contributions of design, construction and personal career management models, 209–210
 - contributions of systemic models of career guidance, 210–211
- Caregiving roles, 194
- Catholic social ethics, 273
- Catholic Social Thought Tradition, fundamental principles, 272, 273
- Catholic theology, 267
- Cattle raiding, 104
- Central Mediterranean Route, 4
- Certificate in Theology, 267
- Certificate of Associate Degree, 166
- Chi square tests, 108–109
- Chieftaincy conflict, 70
- Child Act (2008), 105
- Children, 6, 13
- Christianity, 70
- CIRÉ, 171
- Citizenship education, 90
- CitizensUK, 223

- Civil society, 176
 - as theoretical framework in refugee education, 176–179
 - in Turkey, 176
- Civil society in Turkey prior to refugee crisis, 179–180
- Civil society organizations (CSOs), 176, 182
- Civil wars, 103
 - in Syria, 176
- Classical Archaeology, 227
- Climate change, 192
- Co-education, 149
- Collaboration, 272
- Community
 - cultural wealth, 200
 - organizations, 200
- Community development
 - organizations (CBOs), 17
- Community stakeholders, 10, 196
 - implications for, 198
 - integrated instruction, 198
 - reconceptualizing self-sufficiency, 199–200
 - trauma counseling and career advising, 199
- Community-based organizations (CBOs), 264
- Comparative analysis, rationale for, 54–55
- Competition, 236, 237
- Comprehensive Peace Agreement (CPA), 105
- Compromise Peace Agreement, 103
- Consistency, 227
- Contextual system, 213
- Council of Europe (CoE), 168
- Counseling facilities, 13
- Course delivery, 270
- “Create Education Together” project, 168
- Crime, 192
- Crisis
 - crisis-affected contexts, 29
 - crisis-affected situations, 31
 - in Syria, 52–53
- Cultural/culture, 195
 - brokers, 256
 - capital, 258
 - competency, 255
 - constraints, 198
 - diversity, 177
 - expectations in workforce transitions, 194–195
 - norms, 229–230
 - pluralism, 177
- Culturally Appropriate Career Counselling Model (CACCM), 211–212
- Curriculum, 8, 45–46, 265, 267
- DAFI program, 59
- “Dan boko”, 23
- Decision making, 214
- Deliberate strengths-based approach, 250
- Dependency factory, 246
- Deportation, 7
- Devastation, 22
- Digital education, 63
- Digital technology, 271
- Diploma program, ACU, 266–268
- Disability, 118–119
- Disability Resource Centers, 13
- Disability Resource Unit, 123
- Disability Resources Centre, 123
- Disabled refugee students in Zimbabwe
 - awareness, 122
 - disability, 118–119
 - enrolment policies, 121–122
 - networking platforms, 124–126
 - psycho-social support, 123–124
 - refugee in Zimbabwe, 119–120
 - students with disabilities in higher education, 121
 - universities initiatives in Zimbabwe, 121
 - volunteers, 122–123
- Discretionary programs for entrepreneurship, 199
- Dispersion of persons, 22

- Displaced and stateless persons, 86–90, 96, 97
- Displaced persons, 168
- Displacement, 22
- Diversity of barriers facing by
 - applicants, 224
 - hurdles beyond finances, 225–226
 - psycho-social barriers, 226–227
- Diyanet Foundation, 185
- Doctor of Medicine (MD), 250
- “Documentary” barriers, solutions to identifying, 228–229
- Documentation
 - documented refugees, 6
 - issue, 62
 - loss of, 79
- Double-shift schooling system, 30
- Drafting process, 92
- Drugs, 40
- Duhok Governorate, 238
- Dzaleka Refugee Camp, 141
 - profile of, 148–149
- Economic impacts, 103
- Education (*see also* Higher education), 8, 12, 22, 88, 90, 96, 130, 150, 177, 193
 - activists, 32
 - attacks of Boko Haram between 2010 and 2015, 26–27
 - in Belgium, 165
 - Boko Haram ideology and premeditated attacks, 23–24
 - budget, 150
 - conflict and effects on, 103–104
 - for development, 131
 - education as victim, 25
 - educational interventions, 22–23
 - in emergencies, 28
 - immense potential of, 172
 - interventions in Northeastern Nigeria, 30
 - kits, 31
 - material support to schools in crisis-affected contexts, 29
 - in northeast Nigeria, 74
 - policy, 183
 - prolonged conflict and emergencies, 25
 - provision, 178
 - raids on schools as ideological warfare, 24–25
 - and refugee crisis, 89–90
 - of refugees, 7
 - response to Syrian refugee crisis, 180–182
 - role in IDPs resettlement in Nigeria
 - of school-aged Syrian refugee children, 39
 - SSI, 30–31
 - in Syria, 165–166
 - of Syrian refugees, 176
 - telephone interviews, 32
 - training of teachers, 31–32
 - in Turkey prior to refugee crisis, 179–180
 - as victim, 25
- Education Act, 120
- Education and Conflict Mitigation: What the Aid Workers Say*, 40
- Education for All (EFA), 90
- Educational challenges for refugee population, 40–43
- Educational gap, 7
- Educational institutions, 198, 200
- Educational Priority Policy, 7
- Educational Quality Improvement Program, 40
- Emergency Livelihoods, 241
- Employment
 - of refugee children, 44
 - services, 196
- Empowered Women International (EWI), 199
- English as Second Language (ESL), 196
 - curriculum, 198
- English Communication skills, 270
- English language education, 197
- English proficiency, 198
- Enrolling in non-degree certificate program, 58
- Enrollment, 56
- Enrolment policies, 121–122

- Entrance examination, 165
- Entrepreneurship education
 - campus in Kurdistan, 237–238
 - case studies, 239–242
 - challenges, 238–239
 - GOAL, 242–245
 - outcomes and impact, 242–245
 - Thrive (US-based not-for-profit initiative), 245–246
- Entrepreneurship training, 237
- Environmental/contextual system, 210
- Equal opportunities, 171–172
- ‘Equitable access’ policy, 144
- Equity target development for refugees
 - arguments, 252
 - background, 250–251
 - broader implications, 255–256
 - healthcare system and patient care, 255–256
 - medical education, 256
 - pilot subquota, 253–254
 - from pipe dream to possibility, 254–255
 - proposal, 252–253
 - refugees in higher education, 258–259
 - subquota and implementation, 257–258
- ERASMUS+ 2016 program, 212
- Ethnic
 - community-based organizations, 197–198
 - conflict, 192
 - economy, 197
 - groups, 265
- EU harmonization process, 180
- European Economic Area (EEA), 167
- European host countries, 86
- European International Education Association policy, 92
- European Network of Information Centers in European Region and National Academic Recognition Information Centers in European Union (ENIC–NARIC), 167
- European Parliamentary Research Service (EPRS), 52
- European project, 95
- European Qualifications Passport
 - for Refugees, 13
- European Qualifications Passport for Refugees (EQPR), 88, 93–94, 97
 - and international initiatives, 94–96
- European refugee crisis, 86, 88
- Excellence in Cities program (EiC program), 7
- Existential poverty, 57
- Face-to-face course (F2F course), 133, 136
- Facebook, 230
- Faculty’s Teaching and Learning Committee, 253
- Faith-based civil society
 - organizations, 16
- Faith-based CSOs, 184–185
- Faith-based welfare organizations, 180
- Family dynamics, changing, 194
- Family in workforce transitions, 194–195
- Faraway places, 15
- Financial assistance, 59, 63
- Financial barriers, 224
 - solutions to, 227–228
- Financial education, 237
- Financial issues, 224
- Fine arts education, 165
- Flemish community, 167
- Flemish Interuniversity Council, 167
- Flemish Refugee Action, 170, 171
- Flinders University, 251, 254
- Food Security Clusters, 241
- Forced Migration Review* (FMR), 40
- “Forced migration”, 74
- Foreigners and International Protection Act (FIPA), 181
- Formal education, 80
- Fouad and Bingham’s model, 211
- Free University of Brussels (VUB), 168–169

- Frequent deferments/withdrawal from schools, 79
- Funding Syrian higher education, 62
- Gang activity, 44
- Gender
 - differences in education, 103
 - issues in South Sudan, 104–105
- Gendered roles in workforce transitions, 194–195
- General Education Act (2012), 104
- General Secondary School Certificate, 166
- Geneva Convention and Protocol (1951), 147
- Geo-political nationalists groups, 72
- German Academic Exchange Service (DADD), 59
- Germany
 - access to and quality of higher education in, 60–61
 - focus on quality and access higher education, 53–54
- Girls, 111–112
- Girls' Education South Sudan (GESS), 102, 105
- Global Coalition to Protect Education from Attack, 220
- Global Innovation Exchange, 154
- Global refugee problem, 53
- Global refugee/IDP crisis, 9
- Global Terrorism Index, 22
- Global wars, 192
- GOAL, 242
 - organizational background, 242–243
 - program impact and effectiveness, 245
 - program overview, 243–245
- Gottfredson's theory of
 - circumscription and compromise, 209
- Government education officials, 106
- Graduate Medical School Admissions Test (GAMSAT), 250–251, 258, 259
- Gross Domestic Product (GDP), 145
- Guardian, The*, 44
- Healthcare system, 255–256
- Hegemony, 184
- Higher education (*see also* Education), 70
 - access to and quality in Germany, 60–61
 - access to and quality in Jordan, 56–59
 - blended-learning, 136
 - comparative analysis, 51–52
 - crisis in Syria, 52–53
 - in emergencies, 220
 - financing, 150–153
 - implications and recommendations to theory, practice, and policy, 63–64
 - in Malawi, 149–153
 - on margins, 156
 - needs, 162
 - prevalence of problem, 55
 - rationale for comparative analysis, 54–55
 - reason for focus on Jordan and Germany, 53–54
 - refugees in, 258–259
 - students with disabilities in Zimbabwe, 121
 - system in Belgium, 164–165
- Higher education, access to
 - in Germany, 60–61
 - in Jordan, 56–59
- Hoger Beroepsonderwijs* 5 (HBO5), 165
- Home education and refugee crisis
 - challenges and future steps, 47–48
 - educational challenges for refugee population, 40–43
 - existing literature on home education and refugees, 39
 - homeschooling, 38–39, 43–47
- Home office financial support for asylum seekers, 224
- Home-based education, 48

- Homeschooling, 38–39, 43
 - employment of refugee children, 44
 - growing movement, diverse reasons, 43–44
 - language barriers, 46–47
 - refugee movement and uncertainty, 47–48
 - resources, buildings, and teachers, 45
 - safety of school environment, 44
 - technology, 46
 - unique challenges of refugees, 45–46
- Homeschools, 47
- Homo economicus*, 273
- Hopes project, 59
- Host community, 8, 153–154, 238, 239, 243
- Host workplaces, 241
- Hugo, Graham (Professor), 254
- Human Rights, 23, 32
 - refugees and, 88–89
- Human Rights Watch, 9, 22, 48
- Human Rights Watch Research, 75
- Human wastes, 52
- Humanitarian crises, 9
- Humanitarian crisis, 22
- Humanitarian CSOs, 184
- Humanitarian needs hierarchy, 162
- Humanitarian response, 28, 239
- Identification Centers, 4
- Ideological warfare, raids on schools as, 24–25
- IELTS, 225
- Imam-hatip* schools, 179, 180
- Immigrants, 6, 197–198
- Immigration law, 181
- In service training, 113
- In-service training, 8
- Indirect Rule, 102
- Individual asylum seekers, 5
- Individual system, 210
- Informal education, 39
- Informal schools, 8
- Information revolution, 38
- Innovative educational resources, 213
- Innovative educational strategies, 39
- Innovative methodology, 105
- Institute of International Education (IIE), 55, 116, 130
- Insurgency, 11, 22
- Integral human development
 - approach (IHD approach), 265, 272–274
- Integrated instruction, 198
- Integrative Sequential Model, 211
- Inter-Agency Network for Education in Emergencies (INEE), 80, 223
- Internally displaced children, 38
- Internally displaced people (IDP) (*see* Internally displaced persons (IDPs))
- Internally displaced persons (IDPs), 5, 11, 12, 22, 74, 80, 110, 236, 245
 - barriers to higher education with, 78
 - challenges unique to IDP students, 42–43
- International community, 86, 89, 131
- International Convention of Rights of Child, 89
- International Conventions
 - Malawi, 147
- International educational
 - community, 63
- International human rights law, 78
- International initiatives, 130
- International Red Cross, 120
- International Rescue Committee, 54
- Interviews, 106–107
- Introduction to Programming in Java*, 133
- Investment, 208
- InZone project, 135
- Iranian-styled revolution, 71
- Irregular migrants, 178
- Islamic fundamentalism, 71
- Islamic NGOs network, 178
- Islamization of Turkey, 17

- Jamiya Project, 14, 132–133
 - academics, 135
 - format of course, 136
 - logistical constraints, 137
 - pilot course, 133–134
 - student needs and gaps, 135–136
 - students, 134–135
 - Syria's War impact on tertiary education, 130–132
 - teaching team, 137–138
- Java Programming course, 14
- JC-hem (*see* Jesuit Worldwide Learning (JWL))
- Jesuit Refugee Services (JRS), 15, 125, 133, 141, 154, 275
 - JRS-funded education facilities, 148
- Jesuit Worldwide Learning (JWL), 135, 275
- Job Access with Speech software, 123
- Job training, 198
- Jordan
 - access to and quality of higher education in, 56–59
 - focus on quality and access higher education, 53–54
- Josoor, 223
- Justice and Development Party (AKP), 179
- Karen Education Department, 264
- Karen Human Rights Group (KHRG), 266
- Karen language schools, 269
- Kepler project, 135
- Khan Academy, 46
- Kurdistan
 - camps in, 237–238
 - regional province of northern Iraq, 237
- Kurdistan Region of Iraq (KRI), 237
- Kyi, Aung San Suu (Nobel Peace Prize winner), 265
- Labor market expectations, 195
- Labour, 207
- Language
 - barriers, 14, 46–47, 125
 - learning, 7
 - literacy and, 193–194
 - proficiency, 93
 - proficiency test, 165
- Learning
 - communities, 256
 - ecology, 32
- Lebanon, 48
- Legal documents, 119
- Liberal studies program, 267–269
- Lisbon Recognition Convention (1997), 92, 93, 207
- Literacy and language, 193–194
- Literacy rates
 - for girls in South Sudan, 104
 - in Middle East, 165
- Live2Work project (L2W project), 11, 212–215
- Lobbying strategy, 228
- Local advisory group (LAG), 243, 244
- Local CBOs, 266
- Local governments and communities in northern Iraq, 238–239
- Logistical constraints, 137
- Lost generation, 10, 53, 171
- Mae Sot, 267, 270
- Maitasine radical militant Islamist movement, 71–72
- Malawi
 - higher education in, 149–153
 - public higher education, 153–156
 - refugees in, 144–149
- Malawi Growth and Development Strategy II, 149
- Malawi National Education Policy, 155
- Malawi refugee policy
 - analysis, 141
 - and legislation, 147–148
- Malawi Vision 2020, 149
- Malawi-Manchester syndrome, 17
- Marginalization, 119, 125

- Marist Mission, 270
- Market assessment, 237
- Market Mapping Assessments, 240
- Massive Open Online Courses (MOOCS), 154
- Matching Grant Program, 196
- Medical courses, 257
- Medical education, 256
- Medical workforce, 256
- Medicine, 251
- Micro enterprise, 237
- Middle Eastern and North Africa (MENA), 10, 192
 - refugee women, 192–193
- Migrants, 207–208, 265, 266, 269
 - groups, 5
- Migration, 4–5
- Millennium Development Goals (MDGs), 90
- Ministry of Education (MOE), 39
- Ministry of National Education (MoNE), 176, 179, 183
- Modern homeschooling to refugees, 46
- Mosul Lake, 238
- Movement restrictions, 40
- Mozambican refugees, 146
- Mozambicans seeking refugee, 145
- Multilingual medical workforce, 255
- Muslim refugee communities, 8
- “My Diploma” website, 171
- Myanmar, 265
- Nansen Office, 63
- Nation-state, 177, 183
- Nation-stateless, 131
- National Academic Recognition Information Centre (NARIC), 167
- National Center for Education Statistics (NCES), 43
- National Council of Higher Education, 150
- National Education Policy, 148, 149, 155
- National Education Sector Plan, 148, 149, 155
- National Emergency Management Agency (NEMA), 73
- National Recognition Center for United Kingdom (UK NARIC), 93
- National Union of Students, 223
- National unity, 178
- Nationalism, 179
- “Native-immigrants of the Future”, 171
- Neo-militant Islamist movement, 72
- Networking platforms, 124
- “Nigerian Taliban”, 72
- Non-formal education, 39, 80
- Non-government community organizations, 197–198
- Non-governmental organizations (NGOs), 8, 12, 14, 56, 74, 119, 120, 125, 133, 163, 170–171, 176, 192, 237, 266
- Non-state actors, 178, 182
- Norwegian Agency for Quality Assurance in Education (NOKUT), 13, 93
- Norwegian approach to assessment of Refugees’ qualifications, 93–94
- Norwegian Refugee Council (NRC), 133
- Office of Refugee Resettlement (ORR), 195
- Official translations, 225
- Online collaborative learning tools, 137
- Online course, 134
- Online degrees, 63, 154
- Online education, 63
- Open, Distance, and Electronic Learning (ODEL), 148, 154
- Open Education Resources (OERs), 264
- Openness, 8
- Organization for Economic Co-operation and Development (OECD), 193

- Our School* (radio program), 105
- Out of school
- challenges and future steps, 47–48
 - educational challenges for refugee population, 40–43
 - existing literature on home education and refugees, 39
 - homeschooling, 38–39, 43–47
- Outreach program, need for, 230–231
- Oxford Students Refugee Campaign (OxSRC), 12, 221
- cultural norms and peer support, 229–230
 - diversity of barriers facing by applicants, 224–227
 - history, aims and philosophy, 221–224
 - need for outreach program, 230–231
 - solutions to financial barriers, 227–228
 - solutions to identifying “documentary” barriers, 228–229
- Palms Australia, 270
- “Para-formal education”
- system, 179
- Parental detention, 7
- Parents of refugees, 48
- Pathways into higher education, 257
- Patient care, 255–256
- Peace agreement, 102–103
- Pedagogical challenges and solutions, 271–272
- Pedagogy, 7, 265, 271
- Peer support, 229–230
- Personal agency, 214
- Personal system, 213
- Pilot courses/programs, 48, 133–134, 214, 266
- Pilot project, 95
- Pilot subquota, 253–254
- Pluralism, 177
- Policy, 200
- Policymakers, 200
- Political crises, 72
- Political economy of public higher education
- enabling refugees to access Malawi public higher education, 153–156
 - higher education in Malawi, 149–153
 - refugees in Malawi, 144–149
- “Political victims”, 60
- Polytheism, 71
- Post-tests, 245
- Poverty-related targets, 90
- Pre-resettlement educational experiences, 8
- Pre-service training, 8
- Pre-tests, 245
- Pre-war high literacy rate, 10
- Premeditated attacks on education, 23–24
- Primary education, 79
- Principle 23 affirms, 80
- Prioritization of higher education, 131
- Private Organizations Act, 120
- Proactive policies, 162
- “Problem/solution” essay, 38
- Professional vulnerability, 210
- Program delivery, 270–271
- Protection, 270
- Psycho-social barriers, 226–227
- Psycho-social support, 123–124
- Public education, 45, 178
- in Turkey, 183
- Public universities, 155
- “Pull” factors, 239
- “Push” factors, 239
- Quadriyya*, 71
- Qualifications, recognition of, 167–168
- Qualifications Passport for Refugees, 94, 96
- Qualitative research methods, 106–107
- Quality, 90
- education, 7, 91
 - of higher education in Germany, 60–61
 - of higher education in Jordan, 56–59
 - of learning, 31
 - training for teaching staff, 33

- Racism, 86
- Raids on schools as ideological warfare, 24–25
- Randomization, 105
- Ranong, 267, 271
- Re-enforcing higher education access, 168–169
- Readjustment of sampling, 106
- Recognition
 - of qualifications, 167–168
 - of refugee qualifications, 12, 91
- Recommendation/policy point, 63
- Reconceptualization
 - education, 179
 - self-sufficiency, 199–200
- Referendum for independence, 103
- Refugee Act (1983), 119–120, 148
- Refugee Agricultural Partnership Program (RAPP), 199
- Refugee Convention (1951), 80, 120, 266
- Refugee crisis, 89
 - education and, 89–90, 179–180
- Refugee education (*see also* Higher education), 39, 86, 91–93, 162
 - children, 3–4
 - civil society as theoretical framework in, 176–179
 - costs, 9–10
 - current policies and measures, 8
 - education and refugee crisis, 89–90
 - EQPR and other international initiatives, 94–96
 - IDPs, 11–12
 - input regarding recognition, 96–97
 - international efforts, 12–13
 - layers of disadvantage, 15–16
 - MENA refugee, 10–11
 - migration, 4–5
 - non-asylum seekers in EU, 87
 - Norwegian approach to assessment of Refugees' qualifications, 93–94
 - problem, 6
 - refugees and human rights, 88–89
 - school-level factors, 7–8
 - Syrian conflict, 16–17
 - system, 40
 - system-level factors, 6–7
 - terminologies, 5–6
 - violence, 13–14
- Refugee population
 - challenges unique to refugee and IDP students, 42–43
 - educational challenges for, 40
 - finding qualified educators and resources, 41–42
 - safety, 40–41
- Refugee students
 - challenge, 42–43
 - with disabilities, 13
- Refugee-Humanitarian Birthplace Groups approach, 254
- Refugee(s) (*see also* Disabled refugee students in Zimbabwe), 5, 52, 118, 144, 153–154, 183, 192, 195, 196, 207–208, 236, 245, 264, 265
 - agencies' programs, 196
 - challenges of, 45–46, 207–208
 - children, 4, 44
 - educational crisis, 39
 - higher education, 14, 130, 135
 - in higher education, 258–259
 - and human rights, 88–89
 - integration policy, 162
 - movement, 47
 - Norwegian approach to refugees' qualifications assessment, 93–94
 - parents, 48
 - recognition of refugee qualifications, 91–92
 - resettlement agencies, 196
 - schoolchildren, 47
 - services, 197
 - women, 194
 - in Zimbabwe, 119–120
- “Refugeehood”, 176
- Refugees Desk, 169
- Refugees in Malawi, 144–145
 - Malawi refugee policy and legislation, 147–148

- Mozambican refugees distribution
 - in Malawi, 146
 - profile of Dzaleka Refugee Camp, 148–149
- Reinforcing social capital, 197
- Republic of South Sudan, 105
- Resilient Economy through
 - Agricultural Livelihoods program (REAL program), 240–242
- Respondents identification, 106
- Returned IDPs, 5
- Returned refugees, 5
- Returnees, 5
- Safe Schools Initiative (SSI), 23, 30–31, 79, 81
- Safety of school environment, 44
- Sandwich approach, 154, 155
- Scholar Rescue Fund (SRF), 132
- Scholarships, 125, 221, 223
- School(s), 40
 - building, 47
 - facilities and resources, 112–113
 - fees and other sundry expenses, 79–81
 - frequent deferments /withdrawal from, 79
 - material support to schools in crisis-affected contexts, 29
 - raids on schools as ideological warfare, 24–25
 - safety of school environment, 44
 - school-level factors, 7–8
- Science4Refugees, 170
- Screencasting, 134
- Second World War, 91
- Second-generation UNESCO
 - recognition conventions, 92
- Secondary school diploma, 165
- Security, 270
- Segregation, 7
- Self-employment, 199
- Self-knowledge, 214
- ‘Sense of duty’, 138
- Service providers (SPs), 13, 102, 110
- Sexual abuse, 40
- Sexual and gender-based violence (SGBV), 47
- Shabaks, 238
- Shariah*’ legal system, 71
- Short-term vocational training, 196
- Sign language, 119
- Skill, 193
 - development project, 154
- Skype, 136
- Small business development trainings, 243, 245
- Social and language support, 169
- Social barriers, 172
- Social integration, 90
- Social justice, 178
- Social networks, 230
- Social system, 210
- South Sudan, 102–103, 104
 - boys and girls, 111–112
 - children not going to school, 107–109
 - conflict, 110–111
 - conflict and effects on education, 103–104
 - descriptive characteristics of sample, 107
 - educational challenges in, 101–102
 - effects of conflict, 109–110
 - gender issues in, 104–105
 - GESS, 105
 - interview results, 110
 - peace agreement, 102–103
 - qualitative research methods, 106–107
 - school facilities and resources, 112–113
 - survey research, 105–106
 - teaching/teachers, 113–114
- Southern African
 - refugees in, 145
 - tertiary education in, 150
- Southern Policy (*see* British colonial policy)
- Staff’s professional development, 31
- Standardized document, 13

- State hi-jacked the system, 184
- State of emergency (SoE), 73–74
- State–civil society relations in
 - education provision
 - civil society as theoretical
 - framework in refugee education, 176–179
 - education and civil society in
 - Turkey prior to refugee crisis, 179–180
 - education response to Syrian refugee crisis, 180–182
 - for Syrian refugees, 182–185
- Stateless person, 5, 6
- Status of Refugees, 5, 6
- Student (*see also* Disabled refugee students in Zimbabwe)
 - at-risk student, 223, 227
 - identity, 134
 - needs and gaps, 135–136
 - in pilot course, 134–135
- Student Action for Refugees, 223
- Subquotas, 253
 - and implementation, 257–258
- Sudan People's Liberation Army (SPLA), 103
- Sunni-Islamist nationalism, 17
- Super's theory of vocational development, 209
- “Surrogate state”, 178
- Sustainable Development Goals (SDGs), 90, 92, 131
- Swift response, 30
- Syncretism, 71
- Syria's War impact on tertiary education, 130–132
- Syrian civil war, 38, 162, 170
- Syrian crisis, 54, 55
- Syrian refugee crisis, 10
 - education response to, 180–182
- Syrian refugees (*see also* Higher education), 53, 59, 238
 - education system in Syria, 165–166
 - equal opportunities, 171–172
 - higher education system in
 - Belgium, 164–165
 - immense potential of education, 172
 - initiatives of NGOs, 170–171
 - interactive platform, 162–163
 - in Jordan, 58
 - recognition of qualifications, 167–168
 - state–civil society relations in
 - education provision for, 182–185
 - support actions by higher education institutes, 168–170
 - Syrian refugees challenge for
 - Belgium, 163–164
 - Syrian students in Belgian higher education, 166–167
 - tuition fees and financial support, 168
- Syrian students in Belgian higher education, 166–167
- System-level factors, 6–7
- Tacit knowledge, 257
- Tamana, 16, 251
 - performance in GAMSAT, 259
- Tatmadaw*, 274
- Teachers, 113–114
 - training of, 31–32
- Teaching, 113–114
 - quality, 7
 - team, 137–138
- Technical, Vocational Education and Training Authority (TEVETA), 154
- Technical Diploma Certificate, 166
- Technical or other Intermediate Institute, 166
- Technology, 46
- Teenagers, 163
- Telephone interviews, 32
- Temporal system, 213–214
- Temporary education centers (TECs), 181
- Temporary protection, 176
- Temporary protection regime (TPR), 181

- Terms of reference (ToR), 241
- Terrorism (*see also* Boko Haram insurgency dynamics), 86
- Tertiary education
 - policy, 171–172
 - programs for refugees, 17, 264
 - Syria's War impact, 130–132
- Tertiary institutions, 75
- Thai context, 265–266
- Thai government, 266
- Thai rules, 266
- Thai-Burma Refugee Program,
 - 17, 264–265
- Thailand, 266
- Thailand Border Consortium (TBC), 266
- Thematic areas of intervention, 149
- Theology, 267
- Thrive (US-based not-for-profit initiative), 245–246
- Tijjaniya*, 71
- Tiv/Jukun crisis, 70
- TOEFL test, 225, 269
- Together Refugees and Youth, 125
- Tokyo Recognition Convention (2011), 92
- Toolkit for Recognition of Refugees,
 - 95, 97
- Trainees, 244, 245
- Training of teachers, 31–32
- Transitional employment, 200
- Transitional skills, 214
- Trauma counseling, 199
- Tri-party agreements, 241
- Tuition fees, 80
- Tuition fees and financial support, 168
- Turkey, civil society in, 176
- Turkish National Education, 179
- Turkmen, 238
- Tutors, 136, 138
- Twenty-first century skills, 271
- Twitter, 230
- U.N. Refugee Convention, 227
- UC Leuven-Limburg (UCLL), 170
- UN convention relating to status of refugees (1951), 89
- UN Decade of Education for Sustainable Development, 130
- UN High Commission for Refugees (UNHCR), 162
- UN Refugee Convention (1951), 176
- UN Sustainable Development Goals or Agenda 2030, 156
- Unaccompanied and separated children (UASC), 4
- Uncertainty, 47
- Undergraduate degree, 250–251
- Undocumented refugees, 6
- United Nations Development Program (UNDP), 145
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 90
- United Nations General Assembly, 89
- United Nations High Commissioner for Refugees (UNHCR), 8, 55, 59, 86, 91, 192, 223
 - DAFI project, 59
- United Nations Office for the Coordination of Humanitarian Affairs (OCHA), 71
- Universal Declaration of Human Rights (1948), 120
- Université Libre de Bruxelles (ULB), 166
- Universities initiatives in Zimbabwe, 121
- University of Damascus, 227
- University of Gent, 170
- University of Liege (ULg), 166
- University of Oxford, 226
- Department of Archaeology, 227
- University student identity, 131
- University World News, 264
- Unprecedented human mobility, 3
- Urban refugees, 57
- US Department of Education, 43, 44
- UVD procedure, 93

- Vakifs*, 180
- Validation Theory, 200
- Vlaamse Interuniversitaire Raad* (see Flemish Interuniversity Council)
- VLIR procedure, 167
- Vocational development, 209
- Vocational secondary education
 - graduates, 165
- Vocational training, 237
- Volunteer-sending agencies, 270
- Volunteers, 122–123
- War crisis, 10
- Welcome-Students Helping Refugees, 60, 61
- Welfare of refugee higher education, 141
- Western education, 23, 70
- Western individualism and isolation, 199
- Western models of medicine, 255
- Workforce
 - development, 192
 - training for refugee women, 10
 - transition programs, 10
- Workforce transitions in United States
 - challenges in, 193
 - education and skill, 193
 - educational institutions, 198
 - gendered roles, family, and cultural expectations, 194–195
 - implications for community stakeholders, 198–200
 - implications for research, 200
 - labor market expectations, 195
 - literacy and language, 193–194
 - MENA refugee women, 192–193
 - non-government community organizations, 197–198
 - refugee resettlement agencies, 196
 - resources, 195–196
 - structures and supports for workforce transitions, 195
- World Bank, 154
- World Economic Forum on Africa (WEFA), 30
- World Health Organization, 258
- World Humanitarian Summit (2016), 131
- World knowledge, 214
- World refugee day, 168
- World University Service of Canada (WUSC), 15, 144
- Yezidi IDPs, 238
- Young Syrian refugees, 171
- Zimbabwe Refugee Regulations, 119