

**A STUDY OF PARTICIPATION OF AFGHAN REFUGEES IN HIGHER
EDUCATION IN DELHI**

DISSERTATION

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DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled '**A Study of Participation of Afghan Refugees in Higher Education in Delhi**' has been completed under the guidance of **Dr. Sunita Chugh**. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.

Anushka

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled '**A Study of Participation of Afghan Refugees in Higher Education in Delhi**' is the work undertaken by **Ms Anushka** under my supervision and guidance as part of her M.Phil. degree in this University. To the best of my knowledge, this is the original work conducted by her and the dissertation may be sent for evaluation.

Dr. Sunita Chugh

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ABSTRACT

Over the last two decades, India has become, India has become a substantive receiver of the large waves of both Afghan migrants and refugees. Taking into consideration that the lives of young refugees have been significantly impacted by tantamount of negative experiences especially the higher education. The present study seeks to explore the nuances of participation of Afghan refugee students studying in Delhi. This study has tried to investigate through qualitative analysis; the opportunities and challenges Afghan refugees come across while enrolled in Indian Higher Education. Through this study the present the present experiences have been analysed in the light of past experiences and exposure of education. The study aims to bring out the enabling or disabling factors concerning the adaptation of Indian higher Education.

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CHAPTER 1

INTRODUCTION

Globalisation has brought increasing network between people, communities and nations. On one side with increasing flow of ideas, people, technology, and capital it has brought cosmopolitan outlook, global understanding about the globe as a whole and hence it has a pacifying effect on conflict as it promotes economic growth and social progress through trade, migration of people and the transfer of information and technology. These factors encourage peaceful relationships amongst countries. On the other hand, there is mobilisation of local identity mobilised at the global scale and size by using the same networks (Chisadza and Bittencourt 2018).

There are also persisting human crisis due to war, exile, persecution and many forms of conflict and disasters. There is “an unprecedented 68.5 million people around the world have been forced from home” (UNHCR 2020b). Among them are nearly 25.4 million refugees, over half of whom are under the age of 18. There are also an estimated 10 million stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement”. The report states that there is approximately 1 person forcibly displaced every two seconds as a result of conflict or persecution.

Refugees are one of the forced migrations mainly due to macro factors such as external or internal wars or natural disasters that act as a push factors. This generally occurs in the weak states that have no capacity to address the crisis. Today we witness several countries facing such forced migration which is mainly due to the breakdown of the state due to the internal or external conflicts. Afghanistan, Syria, Sudan, Congo, Myanmar are the bright examples.

The most important challenge in the globalised world today is to provide quality education to its migrant and refugee population due to lack of benefits that are given to citizens. India has been a regular host of refugees since its independence. According to the UN Refugee Report there were more than 200,000 refugees living in

India (Approach 2015). People have come from around the world that includes Tibet, Afghanistan, Sri Lanka, Bangladesh and Myanmar to Eritrea, Iran and Iraq.

There are about 10,000 Afghan refugees in Delhi, ninety percent of whom belong to Hindu or Sikh faiths that are religious minorities of Afghanistan, the rest ten percent belong to Hazaras, Pashtun and other communities (Sharma 2009). In January, 2020 there were 16,333 Afghan refugees and Afghan Asylum Seekers recorded (UNHCR 2020a),

1.1 Statement of Research Problem

The nuances of participation of refugees in Higher education have been discussed in multiple literatures and the participation rate and concerns have been very different. This study aims to understand participation of Afghan refugee students enrolled in higher education. The enrolment in Higher education by a refugee depends on various factors which are considered while designing education policy, the study tries to locate such factors which may be helpful in designing future policy in India. Having analysed the nuances of participation of Afghan refugee, the study tries to adapt and incorporate two components of Social cognitive theory. Under such model, the participation in Delhi of Afghan refugees is assessed and subsequently gap has been mapped out.

1.2 Background of the Study

Nation, refugee and education are the scenarios of conflicting nature which may or may not present a case of juxtaposition. Nation when not competent makes a person move and certainly hampering the building of identities of individuals on the move, giving them a certain title of refugee. As per United Nations Refugee is defined as any person who due to fear of being persecuted for reasons of race, religion, nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his actual former residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

In 1967 UN Protocol made further amendments and again in 1969 at the Organisation of African Unity (OAU) Convention, the African states revised the definition further.

In 1980s further revised and reiterated during the Cartagena Declaration. Problems of refugees in Third World Countries from a social, political, and economic viewpoint, as part of a larger global effort by World Organizations to assist and host refugees (Giri T N 2003). He also looked at the institutional and practical dimensions of the United Nations High Commissioner for Refugees (UNHCR) and how it has helped millions of refugees over the years.

Refugees are under constant threat of identity and this leads to marginalised life which may impact the growth aspects in future. These growth aspects can be in particular stressful and disruptive for the youth population who are on the move. The refugee youth population are the major potential holders and beholds great demographic dividend factors which when utilised in a more channelized way can become a push factor for the growth indices of a nation. This youth needs a great prospect of education to channelize their energy in order for them to be able enough either to change their situation or could be beneficial to the residing state and foremost of all to improve their living index.

Establishing conditions for peace requires intense analysis of the sources of conflict and active engagement with the content and pedagogy of refugee education as a positive force. Re-conceptualizing refugee education to account for these realities and to align with the human rights approach and the developmental approach will be critical to meeting UNHCR's Global Priorities and to achieving sustainable durable solutions.

The extensive work in the field of refugee education, particularly for children, and how people who have been displaced by war or disaster place a high priority on resuming their education (Sinclair M 2001). They see education as a critical opportunity for their children's and society's future growth and progression. In an emergency, education will help to regain a sense of normalcy by providing access to the educational "ladder," as well as promote psychological recovery from traumatic events by organized social interactions in a "safe room." Higher education not only develops the necessary skills and knowledge for individuals, but also contributes to the country's overall development. It allows individuals to be more mobile in today's globalized world.

Higher education plays a critical role in the information economy, which is growing as a result of advanced skills and knowledge. "The most significant path to growth and poverty reduction" is education. One of the foregrounds is the role of education in the accumulation of human capital and human growth. "The most significant path to growth and poverty reduction" is education. One of the foregrounds is the role of education in the accumulation of human capital and human growth. Training is considered foundational to other abilities because it ensures access to education and promotes a specific collection of essential learning outcomes, such as the ability to read and write (Unterhalter 2003). But there is a primary limitation in achieving this knowledge, education or skill aspect as a refugee.

Goal 4 of the Sustainable Development Goals addresses ensuring that all citizens, regardless of gender, have access to quality technical, vocational, and tertiary education by 2030. It must be accessible and of high quality. The Education 2030 Framework for Action, according to the UNESCO roadmap for SDG4, has two core policy pillars that focus on tracking and enhancing learning outcomes and those who are excluded.

According to the UNESCO roadmap for SDG4, the Education 2030 Framework for Action has two main policy pillars that focus on monitoring and improving learning outcomes and those who are excluded (UNESCO 2016).

- Paragraph 11 of the Incheon Declaration expresses a pledge to provide education to refugees and displaced persons during times of crisis.
- Education 2030: A Framework for Action: Addressing education in emergency situations is a Strategic Approach for the implementation of the Education 2030 Agenda.

All of the SDG 4 goals apply to refugees, but Aim 4.5 in particular emphasizes the question of equality and efforts to ensure that "vulnerable groups" have access to education. This goal can be used to campaign for refugee children and youth in particular, and may be particularly useful in advocating for stateless children's access to education.

In this study, I'd like to look into the complexities of refugee students in higher education who have migrated to India for a variety of reasons. There are several governance aspects that are skewed and not exactly discriminatory because government has its own concern too. I'd like to look at higher education for "Afghan refugees on the in India" in particular.

1.2.1 *India and Refugees*

India has ratified a host of international human rights treaties. Despite this, it is not a signatory to the 1951 Refugee Convention or the 1967 Protocol. As a result, it lacks a clear and independent law to control refugees on its books. The Registration of Foreigners Act of 1939, the Foreigners Act of 1946, and the Foreigners Order of 1948 govern the care and treatment of refugees in India. Refugees are subject to all current Indian laws, including the Code of Criminal Procedure, the Indian Penal Code, and the Indian Evidence Act.

There are three types of refugees in India. The Indian government covers all Category I refugees in full (for example, Tamil refugees from Sri Lanka). The UNHCR has given refugee status to Category II refugees (for example, Afghan refugees), and they are covered under the "non-refoulement" principle and Category III refugees are those who have reached India but have been accepted into the local community despite not being recognized by either the Indian government or the UNHCR (for example, the Chin refugees from Myanmar living in the state of Mizoram).

Those seeking asylum who do not receive direct protection from the Indian government must apply for refugee status with the UNHCR. In practice, the Indian government accepts UNHCR refugee certificates, creating a de facto refugee protection scheme in the country. Despite the fact that they are culturally distinct but related Afghan refugees have been classified for the purposes of this article (UNHCR 2020b). In terms of social, psychological, and educational change, seeking exile in India has provided them with a slew of challenges (Sharma and Deppeler 2005). One of the goals of this research is to look at their experiences in India, which may or may not be related to their higher education.

Refugee rights and entitlements are currently primarily determined by India's Constitution and the Foreigners Act of 1946. It's also worth noting that UNHCR has

yet to sign a branch office agreement with the Indian government; instead, UNHCR operates in India under the auspices of UNDP.

The Convention on the Rights of the Child, as well as its optional protocols, have been signed and ratified by India, granting refugee children in the country access to basic rights, including the right to education. Refugees and asylum seekers in India are entitled to primary education under the Indian Right to Education Act of 2009. As a result, education at the primary school level is given free of charge to the refugee community in India. Students, on the other hand, do not have many rights when it comes to higher education.

1.3 Theoretical Framework

Self-Efficacy Theory

The paradox of identity and education will be examined through Bandura's prism of self-efficacy. Performance Accomplishments, Vicarious Experience, Social Persuasion, and Physiological and Emotional States will be examined from the viewpoints of four sources of self-efficacy. Refugees must deal with two cultures: the host country's majority culture and their own ethnic background culture (minority or home culture). The host country's educational system's relationship with immigrants' and ethnic minorities' cultural identities can have an effect on refugees educational experiences and outcomes.

The proposed study would use multicultural educational theory to investigate how the process of assimilation or dissimilation will affect a refugee's identity and educational experiences in India. Given the significance of minority identity for individual well-being, determining the role of identity in educational performance is critical.

In terms of higher education, not only must effective educational policies be developed to promote learning and ability growth in colleges and universities, but also the needs of refugees as students in a multicultural society like India must be better understood.

"Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations" (Bandura, 1996). Refugees being

the one who sought to take refuge outside of their home country. Refuge in a new country altogether requires assimilation and adaptations of each and every refugee in the host nation. The attributes of relationship between host country and the immigrant where they can either be hostile at the interface of new identity or downplay their own former identity (Ghosh A 2018). It is further detailed out by explaining the two situations which emerge when it comes to interaction between host society and immigrants. The first is when the ethnicity is tried to be controlled in order to retain the identity of the one coming from outside of the society.

The other situation is the process of assimilation when the government policy and society are welcoming enough to make the one coming from outside to feel accepted. Looking through the lens of second case of assimilation where host society and situations existing there within is conducive enough to get absorbed, brings out the feature of resilience of refugees. As per Albert Bandura, Social cognitive theorist puts it is the ability to organize one's thought process and subsequently the prospective actions to be performed and certainly coping with unknown situations.

Believing in oneself to overcome or solve any level of task or adversity is a self-efficacy theory in a more positive sense (Luszczynska, Scholz, and Schwarzer 2005). Refugee belief in themselves and subsequently coping mechanisms in Higher Education will be looked into from the perspective of Self Efficacy theory. This particular theory throws light on the achievements and motivations and simultaneously students' cognitive adaptations in academics. High self-efficacy represents high willingness for participation irrespective of difficult tasks, even willing to work harder and have high perseverance (Bruning and Horn 2000; Zimmerman 2000).

Self-efficacy theory is about retrieving information in order to evaluate one's capacity and that can be done through four parameters (a) mastery experiences (b) vicarious experiences (c) social persuasion (d) physiological states (Bandura and Watts 1996).

Mastery experiences being the most prominent, develops over a period of time through the phases of growth and is gathers authentic evidence. Though there is a fair analysis of successes and failures which are taken into consideration but there is also a pattern which gets established after a while. For example: through repeated successes

a strong efficacy tends to develop which leads to reduction in failures. So, effects of low failure are correlatively dependent on high efficaciousness of an individual. Even failures may not affect individual efficacy beliefs as it might have earlier.

Vicarious experiences are those which are learnt by observing the failures and growth of others. As per Bandura, students who are of same age, gender or other similar attributes tend to more positively impact observers. Their efficacy beliefs tend to generate that persistence and efforts can make them achieve the same results.

Social Persuasion develops with mere verbal engagements around them. Positive appraisals from teachers and parents raise self-efficacy. Whereas overly done praises may lead to ineffectiveness of any performance at all.

Physiological states involve the level of physical status. For example: anxiety, hyperventilation, and increase in heart rate. Excess of it can negatively impact the performance of an individual and so the growth.

Out of these four sources research will try looking will subsequently be analysed from the perspective of social persuasion and vicarious experiences.

There are multiple usage of self-efficacy which tends to impact students (Pajares and Schunk 2002). It has been contended that there is a self-efficacy's academic role in self-motivation (Zimmerman, Bandura, and Martinez-Pons 1992). High self-efficacy regulates learning and further keeps on challenging themselves timely (Bandura 1986). Highly efficacious student will select the coursework which will demand hard work only because they have the confidence in themselves to do it. On the contrary, students with low-efficacy will somehow end up giving up the task due to presumption of its difficulty than it will be.

High efficacy students become more resistant to after failure negative impacts. Choices made by the students are based on what they feel comfortable in pursuing or attempting. Infact, it has also been argued that the high-efficacy students are motivated to complete the complicated task whereas less-efficacy students tend to develop anxiety and nervousness (Williams K and Williams C 2011).

The study has tried finding the motivations for achievements of goals, self-efficacy and multiple stages of post-secondary education (Bjørnebekk, Diseth, and Ulriksen 2013). To develop an analysis in order to understand the students' performance supplemented with the motivations for the achievements. The study found that longer the enrolment in the course the more will be the self-efficacy of the students. But the performance was based on the fear of not able to pass the course enrolled in. which leads to negative relation between self-efficacy and qualifying the exam that is not failing the exam.

Case specific: Students enrolled in science could not find confidence in them to achieve better results as the fear of failing the exam persisted and coping mechanism was not there. On the other hand it was found that science students who were taking part in research related activities were able to improve their performances due to motivation they had through academic achievements. So the study led to a conclusion that excellence in performance becomes detrimental in degree attainment.

Through the case of African American school students it has been tried to establish a link between self-efficacy and intentions of future aspirations which tends to be high (Tahira R, Akhter N, and Javed M 2019). In fact, (Bindu V and Padmanabhan M 2016) too talk about as to how self-efficacy has an influence over the college education related to entrepreneurial intention. Further it was even emphatically placed in the article about the self-efficacy does affect education and career planning of an individual.

There are well established inter-linkages between educational aspiration, self-efficacy and self-esteem (Sinclair, McKendrick, and Scott 2010). High and strong self-esteem leads to high spirits in educational aspiration which leads to achievement in career. Even, (Bindu V and Padmanabhan M 2016) mention the importance of self-efficacy in attaining career choices. The self-efficacy in career choices does make an individual confident enough to weigh the potentiality of the challenge if the potent challenge is right they are able to tackle it efficiently.

There are different parameters to assess self-efficacy (Pinguart, Juang, and Silbereisen 2004):

(1) Explicitly mentioned self-appraisal

- (2) Being aware of occupations around
- (3) Consciously making selection for goals
- (4) Weaving future plans accordingly
- (5) And accordingly tackling challenges

A focussed approach on the predictions of academic performances and perseverance of First year Under-grad students based on self-efficacy mechanisms was made (Gore 2006). He came on to a conclusion that students do need a feedback on their performance- socially and academically, and accordingly in that light they judge their own performances in order to achieve their aspirations.

Statistically the self-efficacy level was portrayed among the males refugee students as the reason considerably quoted was they could speak English in host society, were employed (Sulaiman-Hill and Thompson 2013). Their study even recorded the growth in self-efficacy of the students enrolled in higher education than the ones with minimal education background.

The co-relation between self-efficacy and language, education level and employment status have been postulated (Yang 2014). He found self-efficacy tends to be higher of those refugees who knew how to speak English. Those with higher educational level had high self-efficacy. Whereas there was no prominent relation in her study found between employment status and perceived self-efficacy.

There is a role of academic goals, highest grades, tackling new experiences, and being diligent in school which establishes high self-efficacy (Schunk 1989).

Self-efficacy source: Social Persuasion

As per (Bandura 2010) Social persuasion is a form of encouragement that supports the belief that one can also accomplish a task. It can help an individual overcome insecurity and instead focus desired outcomes. The study focussed on how to improve student's level of self-efficacy, simultaneously adapting with new pattern of delivery and instruction (Bergen 2013). He through qualitative studies tried showcasing the improvements or lack thereof of self-efficacy based on teacher's interactions with

students. (Jungert T and Andersson U. 2013)study showed the relation between self-efficacy and mathematics, native language literacy and foreign language in students with and without learning disabilities.

Though considering in the study only on low self-efficacy among the children with learning disabilities it was found that the reason was under performance and not positive remarks on performances. Certainly improvement has to be brought in student's ability to accurately depict abilities in a content area will improve performance. According to (Jungert T and Andersson U. 2013)specific content programs and meaningful teacher interactions with students may improve self-efficacy beliefs.

Interviews with 8th and 9th graders with learning disabilities, in it was found that the feedback that teachers gave to students and the manner in which it was given played a very important role in establishing self-efficacy, even if it is considered to be not so important at the time (Klassen and Lynch 2007).

Self-efficacy source: Vicarious experience

Many researches have shown that models tend to have profound effect on self-efficacy, motivation, and achievement. The vicarious source where students may increase self-efficacy through modelling has the highest volume of research. (Sulaiman-Hill and Thompson 2013) talks about the benefits having role models around and the kind of influence they bring in addition to mastery experiences. Vicarious experiences tend to increase efficacy. Pre-established network and knowing English helps building connections for refugees settling in a new place altogether.

Having models, to transfer the knowledge to the new migrants added with the kinds of skill enhancements to acquire jobs and strategies to adopt in order to cope in host country situations help them to survive and easy assimilation. Whereas, in case if the struggle persists in migration of refugees without having any support it does waiver the confidence of refugees. A case was quoted of the respondent quoting an instance of having to meet other refugees settled for many tears and still not able to speak English did impacted his confidence to learn the language.

There are different types of vicarious models such as cognitive modelling, confident and pessimistic modelling, coping and peer modelling and self-modelling.

Types of Modelling

1. Cognitive modelling

With either cognitive modelling or didactic teaching, low-achieving children will improve their grades. The relationship between cognitive modelling and didactic instruction and self-efficacy was found to be very strong (Schunk D H 1981). Modelling, on the other hand, resulted in greater improvements in division ability and more realistic assessments of skills, as the children's effectiveness judgments matched their actual performances more closely. Subjects in didactic studies often overestimated their abilities.

2. Confident and Pessimistic Modelling

Seeing other students succeed will boost self-efficacy and encourage observers to attempt the challenge (Schunk 1987). They are more likely to assume that if others can succeed, so can they. Similarity can be particularly influential when people are unsure of their skill, such as when they are unfamiliar with the task and have no knowledge to use in assessing effectiveness, or when they have previously struggled and have concerns about their ability to perform well. The degree of similarity between the observer and the model is the most significant factor deciding the strength of effect of an observed success or failure on one's own self-efficacy (Weibell 2011).

3. Coping and Peer Mastery Modelling

The use of coping and mastery models will change the similarity. Coping models show common behavioural flaws and likely doubts in the beginning, but they steadily boost their performance and develop self-confidence. These models show how hard work and positive thinking will help you overcome obstacles. From the start, mastery models deliver flawless results (Schunk 1987).

Self-efficacy for learning improved as a result of peer models. The findings of post-test self-efficacy were also higher than the instructor model or no model. Students

who were taught by a model teacher outperformed students who were not taught by a model teacher. Based on the number of problems solved during the instructional sessions, all model conditions showed higher motivation than no-model subjects.

While subjects perceived themselves to be more like coping models, there was no difference between the mastery and coping model conditions (Schunk and Hanson 1985). Subjects may have remembered previous instances of good subtraction results and assumed that if the models could understand, so could they. A similar approach was used, but with an arithmetic assignment (fractions) for which the children had had no previous progress (Schunk and Hanson 1985).

4. Self-Modelling

Self-modelling is considered to be of highest degree as there is an establishment of model-observer similarity and it is attained through self-modelling, or behavioural-change that occurs from observing one's own behaviours (Manz and Sims 1981). There are Self-modelling tapes which allow an individual to review themselves and are considered to be very informative as it allows one to see them in a new light as they could not observe themselves because they were performing the task earlier. Tapes can convey to observers that they are becoming more skilful and can continue to make progress, which raises self-efficacy.

Benefits of having multiple models:

- At least one model will be identified;
- Additionally, the model should not be difficult to obtain the results.

1.4 Rationale of the Study

Higher education though constitute a very important component in human capability in the knowledge economy in this globalised world, it is often overlooked area in the context of Refugee. They are one of the most invisible marginalised groups which are overlooked in policy documents. Even any research focussing on refugees' higher education, the paradigmatic shift they go through from the perspective of their education in India is lacking. Earlier in the year 2017, liberalisation of visa measures was announced for Afghan nationals, which has led to increase in Afghan refugees in

India. All the movement of people from Afghanistan to India has led to certain dimensions of life of these Afghan refugees going under microscopic analysis especially the socio-economic conditions. This socio-economic condition cannot be presumed unless and until explored and observed and if this condition is sufficed with Higher education among Afghan refugees, can have the potential to an insightful exploration which is yet to take place. This study will try to look into the socio-economic profiles and causes influencing higher education among afghan refugees.

There are two types of students from Afghanistan moving to India: one are those who fall under the category of International students and are studying out of wish and will of their own and the other are the ones who became refugee first and out of necessity joined higher institutions in India. The research will try to reflect on latter category of students who have seeked refuge in India with the help of UNHCR.

1.5 Objectives

This study will have the following **objectives**:

To study the selection of course within the higher education that is preferred by Afghan refugees

To explore the role of various agencies used by the Afghan refugees to avail access to higher education

To study the issues faced by Afghan refugees in Higher education

1.6 Research Questions

Based on the objectives the study will try to answer the following **questions**:

What are the trends of course selection in pursuing higher education?

What are the roles of existing agencies helping or funding higher education among Afghan refugees?

How does the Afghan refugee adapt with the higher education system in the host country?

Does higher education help them in the adoptive strategies in the host country by participating in the social and economic arena?

1.7 Methodology

The study has been undertaken using both primary as well as secondary data. The extent of primary data collection has been very limited due to inaccessibility of Afghan refugee enrolled in Higher education in Delhi.

The study predominantly is based on qualitative survey and focuses on Face to Face interviews. Even the articles were reviewed from the limited literature present on refugee enrolled in Higher education. In the current work, an attempt has been made to explore the nuances of participation of Afghan refugees enrolled in Higher education. The case study method is adopted which will be thematically analysed.

Case Study Method: Thematically

Firstly, it is the identification of the “case” to be studied—a problem that rightfully confronts many researchers at the outset of their case studies (Ragin C C and Becker H S 1992). Secondly, a research design is a logical interpretation of a model (Nachmias C and Nachmias D 2015). In fact, (Philliber S G, Schwab M R, and Samsloss G 1980) provided an alternative for perceiving a research design which is as a “blueprint” of the research study, which pertinently delves into many aspects but out of those four aspects the most relevant two were “what questions to study” and “which data is relevant”.

Through an example it was tried to explain what a study can reveal (Yin R K 2011):

- (a) Variations in the definition of the study being conducted, and different perceptions of definitions by different actors.
- (b) Pre-existing components of the formal institutions of subject.

Any case study of any research study will have to clarify whether the above two mentioned conditions have been fulfilled or not.

The essence of case study is that it is enquiry in a real-life context, as opposed to the contrived contexts of experiment or survey (Yin R K 2011). He wrote that case study is an empirical inquiry that:

- Investigates a contemporary phenomenon within its real-life context, especially when
- The boundaries between phenomenon and context are not clearly evident.

One of the first educational ethnographers, he contributed to the definition of the case as a 'bounded structure,' highlighting it as an entity rather than a method (Smith 1978). He after using the Greek symbol theta to represent the situation, keeping in mind that theta has a boundary and working components. The situation is part of a larger scheme. The parts do not have to function properly, and the goals may be irrational, but it is still a device. So he concluded that individuals and services are obviously potential events. Events and procedures are less well-suited to the term.

The current study is thematically divided into three themes and will be looked from the perspective of case study method. The following are the **three themes**:

1. Student's course selection - School education in Afghanistan, Higher Education in Afghanistan, Higher education in India, Transition from secondary education, opting different courses
2. Financial support or scholarship - study of Refugee Assistance Programmes
3. Adaptation of new education pattern and Adoptive strategies - Cultural environment, Expectations of society, Indian education pattern, Afghanistan's school education, choosing India, Language barrier, Transnational networks, complete the enrolled degree support system, social relations, pursuing the current course.

1.7.1 Magnitude and spread of Afghan refugees' higher education in Delhi

The number of the interviews taken was nine in total. The interview period was from December 2019 until the end of February 2020. The interviewees were selected from both enrolled in Under-graduate and Post-graduate courses. With the help of informal

contacts and snowball sampling further helped me in reaching the Afghan refugee students enrolled in higher education institutions. The interviewees were only refugees recognized by UNHCR with the official identity cards available with them. In particular, the data was collected through a structured face-to-face interview with (a) students only and UNHCR officials could not be reached due to Covid being one of the many reasons. There is an obvious need for more exploration in the higher educational system for Afghan refugees in India with more interviews and diverse examples from the refugees' side.

The quantity and area coverage of Afghan refugee population in India, which they claim to be in thousands for years have been investigated (Ghosh A 2018). She further explains the complexity of the number because it may be dependent on the understanding of individual's definition of refugee and so it may affect the count of the actual number. Author further categorise the ways in which the actual number gets difficult to configure that is, firstly the data not being available, secondly, varying figures of the agency if the data is available. She even tried exploring the major role played by UNHCR in tandem with the government efforts specifically from the perspective of origin and background. For that matter author too question the authenticity of who are considered refugee, their affiliations, ethnicities, origins. These pertinent questions are not many times determined due to the blurring lines between migrant's and refugee's definition.

The chapter tries throwing the light on the difficulty to get the data from the government despite asking for information under the Right to Information Act. As Government which keeps the data Under Ministry of Home Affairs of foreigners that is Foreigners Regional Registration Office (FRRO) denied providing any information saying the office doesn't fall under the ambit of RTI act.

Sample Details

A total of 9 respondents were interviewed. A total of 9 questionnaires were prepared for this study. The samples were collected on the basis of enrolment in Higher education of the Afghan communities in India. Approximately 48 students were contacted for the interview and a very small chunk of the refugees who are enrolled in Higher Education agreed for the study. Majority of the interviews were conducted

either near the students' habitation and a few through telephonic conversations. The respondents were between the age group of 19 and 26 years constituted sample size. They all were Afghan-born and had spent a few to many years in Afghanistan apart from two refugees who had completed their schooling from Indian schools.

Religion

The sample survey shows that the majority of the respondents were Muslims (which fall under the category of "ethnic Afghans", which also includes Christians) constituting 100% of the sample size. Ghosh (2018) found during her interviews with UNHCR that though majority of Afghan refugee population constitute Hindus and Sikhs still in comparison to "Ethnic Afghans" which includes Christians and Muslims, they face less problem and get easily assimilated due to similar linguistic features and common religious practices. The overt representation of these two communities within the sample was not included considering the benefits now guaranteed by Citizenship Amendment Act and so the enrolling in Higher Education will be guaranteed to them.

Gender

3 out of (33.33%) in the sample surveyed were boys, while 6 respondents (66.66%) were girls. Many Afghan refugee students were found to be reluctant to come out or speak without the permission of the members of the family. Sample may show an imbalance gender-wise but due to reluctance in sharing information through interview so merely perspective of approximately 30% boys were portrayed yet those voices are extremely important. Often, they politely turned down the interview offer and sometimes were experienced resisting the questions until the questionnaire was shared in person through Mail or Whatsapp (Messaging platform). However, students who agreed to share their experiences through interview were less inhibited but at the same time cautious enough to not answer to any personal question (their perception), which they might very cautiously reply or reject sometimes.

Even, comparatively when experiences were being shared it was found that Girl students were much more elaborative in their explanation. Sometimes striking an informal conversation with them and their extra-curricular activities or skills made the refugees a little open and uninhibited.

Age

The sample consists of Afghan respondents who were born in Afghanistan and brought up in India and had vital amount of contact with Afghan culture or tradition. Care was taken to interview only Students who are still Undergraduates or are pursuing Post-graduation in Universities. Only 1 is enrolled in post graduate course and remaining all are enrolled in under graduate courses.

100% (highest) of the respondents were from the age group of 18–26 years. All of the respondents were from the Muslim Afghan community. 7 of the respondents had spent considerable time in Afghanistan as well as in India and were in a much better position to talk about their experiences in both their home and host countries.

Language

Not much language posed a barrier in interacting and intermingling with the Afghan refugee students. Due to having learnt or daily interactions with the host population made respondents with the regional language that is Hindi. Majority of the respondents knew Hindi reasonably well to an extent they could understand what was being talked but couldn't speak it. Ghosh (2018) mentioned in her book that Afghan refugees, who came to India after 2005, spoke Hindi, although with some difficulty. Many of the respondents credited daily interactions with vendors, tuition teachers for Hindi classes and even for some schools and BOSCO classes. Hindi films, Indian television series were also credited by a few. Majority of Afghan respondents spoke Dari at home in Afghanistan. All Afghan respondents knew Dari (the *Darbari* version of Persian) and some knew Pashto as well.

Country of birth

All 9 respondents interviewed for this study, were born in Afghanistan and had spent a few to considerable time of their lives in Afghanistan. Parents of each and every member interviewed were born in Afghanistan. It was extremely crucial to talk to Afghans who had lived in both the home and the host country for considerable periods to capture the experience of their journey of Higher Education.

Educational background

7 respondents were enrolled in Higher Education in Afghanistan and had to discontinue and later on had to enrol in Higher Education from scratch in India altogether. 2 respondents completed their school education from Indian schools. 1 respondent completed school education in India but from Afghanistan Open School Board. 1 was enrolled in Higher Education in 2019 and had completed schooling in 2019 itself.

Period of migration from Afghanistan to India

All of the respondents except one were forced to leave Afghanistan. The period of migration according to personal experiences and threats that occurred in Afghanistan has been arranged from 2009 to 2019, although the process of migration started much earlier.

Place of origin

Majority of the displaced respondents were from the capital city of Afghanistan, Kabul (68%), followed by Khost province (15%), Ghazni (7%), Jalalabad (6%) and Kunar (4%).

Mode of travel

All the respondents came to India on Visa and after its expiry they all applied for refugee identity card in UNHCR. Majority of the Muslim and Christian respondents who migrated to India after 2005 confirmed of the air route they took with all the legal documents (Ghosh A 2018).

Reasons for displacement

As expected, majority of the respondents cited reasons such as life threat, security issues and hostile environment as factors behind their decision to leave Afghanistan. Fear of Taliban and War lords was also mentioned by a few respondents.

Selecting India as a destination

The ethnic affiliation and ancestral roots normally played a dominant role in attracting the distressed. All the respondents accepted that cordial relations since ancient times and currently a great bi lateral relation have made them chose India as a current

destination. Each and every respondent (first-generation Afghan in India) identified India's secular image as a point of major attraction. Most of the respondents accepted that India portrayed a better image in terms of economic prospect, supportive relations and cultural ties. Some of the 'other factors' that came up during the interviews were the pre-established business connections that many of the respondents had with India. The stress has been laid on concentration of Afghan refugees residing in Delhi and around Delhi that is Faridabad and Haryana (Ghosh A 2018).

1.7.2 Secondary sources

The study aimed to identify published as well as grey literature for the purpose of understanding the situation of Afghan Refugees in India. For this purpose there were several sources which were referred.

Web based resources: These were used extensively to search for relevant articles, research work, thesis which were directly linked with the subject of study or were linked with the ancillary subject supporting the primary subject of study. While searching for the information via electronic media, along with research work and articles, there were few websites which provided information supporting/abandoning the idea of Refugees in Higher education. The following search words were used for the searching the relevant articles: *Higher education, Refugee education, Refugee in India + UNHCR + Afghan refugee, migration, Higher education in European countries + Afghans, Iran + DAFI, Refugee +India and foreign students*. Some of the prominent websites and database providing relevant information regarding the subject matter were Google Scholar, Z Library, UNHCR, Jstor, Research Gate, and UNESCO.

Journals: With the possibility that relying exclusively on internet based material may result in losing some other relevant studies, hand searching of several journals through the table of content as well as abstract was done. There were some journals and magazines which exclusively focused on Higher education while the others were the one which were linked with the broader scope of the study. Sage Journals was the one which provided ample number of research work on the topic while other journals such as Economic and Political Weekly, Journal of Education Policy, Oxford Review of Education, International Journal of Education Policy, Research and Practice etc.

provided information regarding global practices in the sphere of Refugee Higher education.

References: References of research paper provided an important source to trace out several other research works relevant for the study. These references were a rich source of information and generated a link to the next study. While going through each research paper, attempts were made to mark the important document from the list and further proceed with the marked list.

All these sources were helpful to bring in lots of information regarding the subject matter.

1.8 Chapter Scheme

Chapter 1 introduces the topic by providing rationale for the current study. The major focus of the chapter is to lay down the research objectives and simultaneous research questions. The chapter also delineates the boundary where the present work has to be located by presenting the limitations of the work. Furthermore it provides a detailed discussion about the research methodology which has been adopted in order to undertake the research. It lay down the theoretical framework concerning the efficacy of refugee in education process. Established in the backdrop of social persuasion as well as vicarious experience, the chapter provides as how the parameters that is encouragements and role play a vital role in adaptations and transformations. Chapter 2 revisits the perspectives of refugees in Higher Education by exploring various debates and discussions conducted in different countries. Locating the impact of Higher Education with its respective design adopted in different countries or the strategies adopted in order to enrol in Higher Education. Selection of the courses and the various agencies support by Afghan Refugees dimension have been analysed in Chapter 3. Chapter 4 provides a discussion on strategies adopted in the host country for higher education in the light of two components of Bandura's model The last chapter i.e. chapter 5 provides final conclusion.

CHAPTER 2

REVISITING AFGHAN REFUGEE IN INDIA

The 1951 Convention and the 1967 Protocol are the cornerstones of international refugee security. Many nations, such as India, Malaysia, Thailand, Pakistan, Jordan, Lebanon, and Syria, host large populations of urban refugees despite not having ratified the main articles of refugee legislation (Alexander A 2008; Crisp et al. 2009; UNHCR 2009). The 1951 Convention and the 1967 Protocol are the cornerstones of international refugee security. Many nations, such as India, Malaysia, Thailand, Pakistan, Jordan, Lebanon, and Syria, host large populations of urban refugees despite not having ratified the main articles of refugee legislation.

Refugees are under constant threat of identity and this leads to marginalised life which may impact the growth aspects in future. The growth aspects can be in particular stressful and disruptive for the youth population who are on the move (Macchiavello M 2004). But the bloc politics plays a vital role in providing assistance to refugees in any country as a matter of fact. Over a period of time diversity of refugees has also added to the concern as it changes the conceptualisation of who to be protected and by what means. Gradually international community replaced “incident by incident” humanitarian refugee settlements with broader frameworks and standards for settlement of refugees. He further gets into explaining about minimalistic role of national and international judicial bodies in terms of tweaking and misinterpretation of refugee convention’s provisions by political parties. And how each country is manipulating or accepting refugee problems as their own world politics overlooking the youth crisis and the potential they behold.

This youth needs a great prospect of education to channelize their energy in order for them to be able enough either to change their situation or could be beneficial to the residing state and foremost of all to improve their living index. The emphasis has been laid on establishing conditions for peace requires intense analysis of the sources of conflict and active engagement with the content and pedagogy of refugee education as a positive force (Dryden-Peterson 2016). Re-conceptualizing refugee education to account for these realities and to align with the human rights approach and the

developmental approach will be critical to meeting UNHCR's Global Priorities and to achieving sustainable durable solutions.

The study aimed that due to the dire need to bring to everyone's attention of essentiality of education as a public good to be guaranteed, its value and depth to bring cohesiveness is far more reaching (Saiti and Chletsos 2020). Every level of education has been laid stress on importance wise as they solve the development and growth issues. Yet, only basic education is provided or allowed the access of. This scenario has been due to approximately 1-1.5% only wished to continue their Higher education in Germany in 2016 (Streitwieser et al. 2017).

In order to frame and conceptualise Education which can be a process of assimilation and provides independence and dignified intellectuality, the first and foremost challenge which occurs is of assimilation. The perspective as to how immigration generates two possibilities of either being absorbed with the already existing groups or an emergence of new group altogether which is able to establish its identity in its own way (Ghosh A 2018). Though author does try to quote the possibility of development of strategies be the individuals or the groups who have come from outside in order to adapt themselves with the societal norms. So, basically the key feature of adaptation is of accepting the new identity or making adjustments in their own identity accordingly. But certainly the process could be cumbersome and student might miss out on time during all this process.

2.1 Higher Education and Refugees

In the field of Refugee education, especially for children, and discusses how individuals displaced by war or calamity accord high priority to restoring education (Sinclair M 2001). They see education as important tool for development and advancement for the future of their children and of their society. Education in emergencies can help to: provide a sense of normality; restore hope through access to the 'ladder' of education; support psychological healing from traumatic experiences through structured social activities in a 'safe space'.

Higher education not only builds skills and knowledge that is required for individual but also contributes to the overall progress of the country. It helps the individual to be

mobile in the globalised world. The knowledge economy is increasingly based on the advance skills and knowledge where higher education plays a very important role. Education is considered “the most important key to development and poverty reduction”. The role of education in human capital accumulation and human development is one of the foregrounds. Education is foundational to other capabilities through providing access to education and promoting a concrete set of basic learning outcomes, such as the abilities to read and write (Unterhalter 2003). But there is a primary limitation in achieving this knowledge, education or skill aspect as a refugee.

The question is why and how refugees should be educated when by definition they are excluded from full participation in the activities of any country where they seek exile. Access to education is a basic human right and is linked to poverty reduction, holding promises of stability, economic growth, and better lives for children, families, and communities (UNHCR 2019). The provision of educational opportunities is one of the highest priorities of refugee communities. Research in this area emphasizes that education is “the key to the future,” that it will help bring peace to their countries, that despite not knowing “what will happen tomorrow,” education brings stability and hope.

Research in the realm of education as a human right, suggests, that it is an efficient enabler of other rights that aid access, equality and justice. The literature stresses the importance of education for refugee communities and displaced populations. Yet, the lack of high quality and protective education for refugees stands in the way of meeting Education for All goals, of achieving durable solutions, and of sustainable development and reconstruction of home and host countries. It has emerged from that what accounts for the limited success of refugee education is how refugees view education and how UNHCR as an institution views education. This discrepancy is one of the major barriers for educational planning and implementation for refugees.

There are three conceptual approaches that guide the field of refugee education and education in emergencies more broadly (UNHCR 2019):

First is the humanitarian approach, which describes UNHCR’s general institutional approach to refugee education at present. This approach views education as one component of a rapid response, providing immediate protection to children and

preventing human rights violations. It does not frequently involve collaboration with governments or institution-building (UNHCR 2019).

Second is the human rights approach, which emphasizes education as a human right to be realized and cultivated through education in any situation, including crises; furthermore, it defines education as an “enabling right,” providing “skills that people need to reach their full potential and to exercise their other rights, such as the right to life and health” (UNHCR 2019).

Third is the developmental approach, which recognizes education as a long-term investment for society and the lack of quality education in a crisis as holding back development potential, even allowing “backward development.” This approach, most commonly expressed by refugee parents and children, takes a long-term view of education, with priority on current access to quality education but always with a sense of future relevance toward individual livelihoods and societal advancement.

There are a few factors which prevent refugees to enrol in higher education (Saiti and Chletsos 2020):

- ✓ Educational gap between post compulsory secondary education and higher education
- ✓ Lack of identity proofs and related documents for admission in higher education
- ✓ Proficiency in Language
- ✓ Not affordable tuition fees
- ✓ Not having much information and assistance or guidance thereof about higher education system in the refugee hosting country.

Education and Vocational Training: the author’s finding about the education of afghan refugees (Ghosh A 2018).

Khalsa Diwan Welfare Society (KDWS) was established in order to support the education of the Afghan Sikh and Hindu community. There was no financial support from any organization or the government so the funds were collected among the community members and too from the West. Still now the society is into funding the education of young children going to school of Afghan Sikh and Hindu community.

She further explains India irrespective of not providing any rights to the refugees yet provides right to education. Indian government has allowed UNHCR to provide long time visa work permits with the access to health and education. As per the respondents of the author it was very difficult for them to send their children to private schools due to high fee structure so that is why they chose to send their respective wards to government schools

Identity documents: Identity certificates are an essential part of refugee security because they are the first line of defence against arbitrary detention and deportation, as well as the first step toward obtaining social services (Landau 2006). As a result, the body in charge of issuing documents plays a crucial role in the refugee protection scheme (Jacobsen 2006). Case studies show that when host countries are in charge of determining refugee status and issuing certificates, they are often inefficient, and when the responsibility is assigned to UNHCR, the agency's activities are restricted. Refugees in Thailand have been arrested or detained in an environment of bureaucratic disregard for their UNHCR refugee status papers (UNHCR 2009). In Pakistan, UNHCR has not been allowed to screen or register refugees living outside of camps (Lowicki 2002). The Department of Home Affairs in South Africa has been inconsistent in providing identification to known refugees. Asylum decisions can take up to three years, leaving refugees without identification for an extremely long time (Landau and Jacobsen 2004, Bailey 2004).

Through various literature readings of (Avery H and Said S 2017); (Bajwa et al. 2017); (Buckner, Spencer, and Cha 2018); (Hilliard A 2019); (Loo B 2019)etc. argument was validated that lack of documents (Academic qualifications and Birth certificate) indeed act as a hindrance in enrolling Higher education. Even two Non-Profit Organisations statement was taken as proof for validation as to how vast majority lacks valid documentation and not being proficient in Greek language affects not only their enrolment in Higher Education and also acted as deterrent in attending courses in Public University. Through interview of a manager of a private college it was found by the authors that lack of documents of their education profile so far including how proficient they have been in English, even affects the young refugee's capability to avail any kind of scholarship for Higher Education.

Refugees enrolled in Higher Education generally opt for IGNOU or Delhi University (Ghosh A 2018).

(Saiti and Chletsos 2020) has tried connecting the immigration process from the perspective of Refugees, with education which is a part of development process and improving so the access becomes equitable and just. This paper through its arguments has tried to put forth the discriminatory practices and accessibility issues which are hampering equality concerns of the humanitarian agenda. This paper discussed the experiences of young refugees enrolled in Higher education. The paper was based on qualitative analysis of Greek legislative policies, NPO and Public, Private HEIs.

Through literature review the Authors found that there was insufficient data available of Refugees enrolled in Higher Education due to the kind of system established which is unable to differentiate due to same tuition fees of the home students and refugee students.

Education gap-Transition becomes a difficult process for an individual to make the transition from one level to another considering too that it is often difficult for refugees to complete their secondary education (Saiti and Chletsos 2020). So this is how their participation in Higher education gets limited. The author further tries to strengthen their argument with the support of (Stevenson J and Baker S 2018) report that due to failure in necessary schooling completion often delays the integration in higher education. So, argument was added to emphatically make a conscious attempt of solving the necessary measures in order to make the transition from post compulsory secondary education to higher education (Shakya et al. 2010).

Missing qualifications and credentials: their viewpoints are taken as support in order to claim the argument's substantiality by claiming that Universities often have limited seats and their allocation is majorly based on refugee's performance in secondary education (Ferede 2010; Streitwieser et al. 2017). This generally happens due to maintaining the reputation of the standards of education and the kind of knowledge they reproduce (Ferede 2010).

The challenges faced and for their participation, subsequently points were pointed out, which are as follows (Saiti and Chletsos 2020):

- ✓ There is a gap between what is planned in legislations and what is implemented
- ✓ Lack of substantial support from higher education institutions when it comes to adhering education policy
- ✓ There is not much introspection on cost of post compulsory education
- ✓ Absence of culture specific pedagogy which can generate desirable and appropriate learning outcomes.
- ✓ The other most important challenge above all these is the complete adaptation of refugees of higher education pattern
- ✓ Concerned for Vocational rehabilitation and career path

Suggestions have been put forth by the authors in order to curb the above constraint by providing guidance from the University's teachers, but different Universities differing financially may provide different solutions in providing solutions (Shakya et al. 2010)and (Hirano 2014).

2.2 Adaptation

Higher education fees

Even the availability of programmes is existing but due to its high cost refugees tend to not take those courses, even after having the money, which they might use for their survival in new place (Saiti and Chletsos 2020). The same might be the reason for not attending higher education for a few. Specifically Tuition fees act as a major hindrance in entering higher education for refugees, if they don't have any kind of financial aid. Though certain amount of aids, scholarships or alternatives does exist but they are only extended to home students and not refugees(Saiti and Chletsos 2020).

Author goes a step forward by indicating Crea (2016) viewpoint that though development is existing for smooth assimilation of refugees in host countries making accessible all the basic requirements, moreover basic education is also strived to be provided but not higher education because it is still considered privileged.

However, author argues the potentiality of higher education as a basic human right rather than merit based entry into higher education. They further proposition that

rather than making policies and ensuring facilities and fulfilling the goals of equitable access, the focus should be on creating an equitable and inclusive education policy.

They further indulge in the potential of creating a systematic and persistent institution which can fill the “gap” of foundations and conditions. That is the foundation allows the refugee to attend higher education but the condition to enter in higher education has so much layers that the approach to be designed in a way to get done with the “gap”.

Author in the end of the article tries to suggest that a measure for multicultural education which would look beyond the perspectives of inequalities and would provide education based on humanitarian fundamentals and ideas and can only be preserved through appropriate education policy.

Limited Language proficiency

The main issue of refugee education is the problem of language which acts as a hindrance in enrolling any higher education. Post - secondary education requires connectivity with the secondary education moreover a potential emphasis is laid on knowledge of standard language (Saiti and Chletsos 2020). Majorly forced migration tends to bring a discontinuation in tertiary education which brings tantamount of educational gap (Saiti and Chletsos 2020).

Initially it is the linguistic problem which was discovered by the authors during their study in the field of refugee’s education. Language problem specifically English makes the situation more complicated. Though most of the refugees do know a tantamount of English which makes their travel, stay and survival easy but when it comes to knowing proficient level of English, acceptable in academics is a point of contention (Saiti and Chletsos 2020). In Greece, though government does organise and fund language learning programmes but due to their expensive nature often government funding ends being less.

The main issue in pursuing Higher education in Greece is language proficiency in Greek. This reason inhibits the young refugees to apply in Higher education. For this and better integration in Greek society refugees tend to join certain seminars and programmes to learn the language (Crea 2016). Although through two Non-Profit

Organization's statement Authors did try to validate their argument of enrolment being low due to unskilled in Greek language. Although authors while conducting interviews did find that private colleges do conduct preparatory language courses.

Through respondents authors found that though Greek language act as a barrier but majority stated that many are eager to learn and will attend the language classes with sincerity and even English language. Their results showed that there is a hunger in refugees to learn and acquire knowledge. This finding was supported with the same findings of, (Zeus 2011), (Morrice 2013) and (Ferede 2010)

Both KDWS and Don Bosco both run English language training classes and Don Bosco's English training classes cannot be accessed by Sikh Hindu Afghan refugees (Ghosh A 2018).

The lack of information and guidance for the higher education system of the Refugee-hosting country: information barrier

Lack thereof impedes the admission process of higher education this view was supported by (Bajwa et al. 2017). Sometimes it even happens that they have to take admission for few years in post- compulsory secondary education in order to acquire necessary documents or qualifications which will smoothen up the process of entering in higher education.

There are different types of migration and every migration's location and desirability is dependent on migrant's access to resources (Van Hear 2014). The proportionality of economic socio-cultural or other means of resources is equivalent to international migration. So everyone's strategies and desires are designed or pursued considering the capital or its kind they possess.

Whereas there are on the contrary Host country concerns prevalent too.

When faced with massive influxes of refugees, states often attempt to confine them to camps or settlements. And those countries that encourage refugees to settle in cities do not provide material assistance and have a negative attitude toward urban refugees. The research on urban refugees that is available seldom addresses host countries' fears regarding urban refugees and their justifications for refugee encampment. Economic,

structural, and financial issues, as well as security, public opinion, and responsibility sharing, are the most common.

Refugees are commonly regarded as a drain on national resources as well as a social and economic strain on the government (Hovil and Lucy 2007; Jacobsen 2006). The inherent problems of employment demonstrate this: if refugees are not working, they are a direct burden on the state; but, if they are employed, they are taking jobs away from the local population, which is equally unacceptable to host governments (Kritikos 2000).

The sheer magnitude of the burden put on urban and community infrastructure in refugee-hosting states merits sympathy. Prior to 1988, when the refugee population in Kenya was limited, the government's policy was generous and welcoming, emphasizing local integration (Bailey 2004). By 1992, the refugee population had swelled to 400,000, crippling the infrastructure and forcing the government to enact a strict encampment policy (Campbell 2006).

Broad and rapid refugee intakes have a noticeable effect on urban host communities (Bailey 2004; Crisp et al. 2009; Grabska 2006). Governments are confronted with a challenging economic environment as well as institutional and financial challenges. The influx of Iraqi refugees into Jordan, Lebanon, and Syria, for example, pushed up food and fuel prices and put new strains on the housing market and public services (Crisp et al. 2009).

Security Concerns

In a sense of actual and perceived security issues, encampment policies are a deliberate tactic to assert control over refugees (Bailey 2004). The security threat is multi-faceted: refugees are seen as a threat to the host nation, a threat to their home country, and a threat to themselves (Crisp et al. 2009) (Hovil and Lucy 2007; Sommers 2001). For all of these purposes, refugees are usually confined and limited in order to ensure the protection of the broader community as well as themselves. Prior to 1995, Egyptian urban refugees had significant rights to schooling and employment opportunities. However, following an alleged assassination attempt on Egypt's president by Sudanese extremists, the rights of urban refugees have been heavily limited (Grabska 2006).

Public Opinion

According to the literature, one of the explanations why host governments support encampment policies is to appease the host population's xenophobic tendencies. As the African continent has become more democratic, host governments have had to become more responsive to public opinion. Governments are under pressure to be stringent on refugees without legal status in urban areas due to local residents' fear of refugees (Bailey 2004; Campbell 2005, 2006).

Responsibility Sharing

Governments are under pressure to be stringent on refugees without legal status in urban areas due to local residents' fear of refugees (Bailey 2004). From the perspective of the host country, confining refugees to camps transfers the financial burden of meeting refugee needs to the international donor community (Sommers 2001). As a result, forcing refugees to live in camps and settlements is a tactic for pushing the international community to take a more active role in assisting refugees. Furthermore, it is considered easier for the host government to facilitate repatriation of refugees who are isolated from the host community in camps in order to pursue a long-term permanent solution (Hovil and Lucy 2007; Sommers 2001).

2.3 Assimilation

There are two types of movement one is the comparatively expensive which entails valid documents on arrival and further the documents are upgraded and provided a further carrying on movement of afghans majorly by plane. The other one is where the migrants without documents arrive at Van, the city on Turkey's border or in Istanbul, in this type of travel or movement generally the further movement's status is relatively unknown (Kaytaz 2016). Further Afghans may have arranged further travel possibilities on their own either by foot or by some other resources provided by the help called as smugglers. They may have dreams or desires of destination in Europe or Greece, or may just be residing with a further plan to move in future.

Refugees arrive with expectations and attitudes they had before arriving in a new country so as to keep the sanctity of their own affiliations with the faith and origin of a belief system and simultaneously keeping an open mind to accept the new nation's

idea and ideology (Ghosh A 2018). The discussion further delves into the clash between the “what was perceived” and “what actually is” with an added layer of new nation policies. There are certain initial impressions formed which might be satisfying the well perceived ideas moreover they are dependent on the kind of warmth they feel in the host country. Author explains that there are two situations which emerge when it comes to interaction between host society and immigrants. The first is when the ethnicity is tried to be controlled in order to retain the identity of the one coming from outside of the society. The other situation is the process of assimilation when the government policy and society are welcoming enough to make the one coming from outside to feel accepted. So as to sum it up they elaborated the attributes of relationship between host country and the immigrant where they can either be hostile at the interface of new identity or downplay their own former identity.

Tensions with the local population continue to be a significant impediment to refugee self-sufficiency. Xenophobia and bigotry are widespread when immigrants seem to be doing better economically than locals (Alexander 2008, Campbell 2005). Landlords and employers are aware that refugees obtain aid and use this knowledge to force them to pay higher rent or accept lower salaries. Discrimination of this kind often persists after assistance has been terminated (Alexander A 2008). Mistreatment by the local population, which can take many forms, including xenophobic attitudes, bigotry, and abuse, is a major source of insecurity for urban refugees (Campbell 2005; Campbell et al. 2006; Grabska 2006; Jacobsen 2006; Jacobsen and Karen 2004; Landau and Loren B 2004; UNHCR 2000)). Discrimination levels between host and refugee populations are influenced by race and ethnicity (Briant and Kennedy 2004).

Each refugee community in Nairobi is viewed by the local population differently and has different relationships with it (Campbell 2006). The marginalization of darker-skinned African refugees is exacerbated by racial inequality in Egyptian society. The fact that Muslim refugees from African countries such as Sudan share a religious identity does not mitigate locals' racist and xenophobic attitudes (Grabska 2006; Lowicki 2002).

The frequency in which refugees are victims of physical abuse at the hands of local residents is recorded in much of the literature (Alexander A 2008; Bailey 2004; Briant and Kennedy 2004; Campbell 2005; Grabska 2006; Jacobsen and Karen 2004; Landau

2006; Lowicki 2002). Economically, urban refugees are often manipulated or perceived as competitors. Local populations also take advantage of refugees' insecurity by offering them exploitative and risky jobs in the informal sector, or by charging them significantly higher rent and housing fees than natives (Briant and Kennedy 2004; Crisp et al. 2009) Locals may perceive urban refugees as wealthy, and business owners may perceive refugees as competitors for clients and services, prompting them to close or impede their operations. (Campbell 2005; Campbell et al. 2006; Jacobsen and Karen 2004).

Local Integration

Integration for urban refugees is not a one and only model applicable to every refugee's situation. Different types of refugees tend to undergo different process and experiences of assimilation. Buscher (2003) as per him there are varied reasons could be influenced by race, religion, local population's sensitivity and country from where migration has taken place and even the political associations of that particular country with the host country.

According to the study, host governments are adamantly opposed to local integration (Landau 2006). Jordan, Lebanon, and Syria have not considered local integration due to a high degree of concern about the political, economic, and social effects of the influx of refugees. Most of the literature, on the other hand, suggests that local integration is not necessarily destabilizing, but rather a valid solution.

To explain the various connections with society, local integration can be broken down into social, economic, and cultural integration (Landau and Loren B 2004). However, the most widely debated approach has been to equate de facto integration, which typically refers to economic integration, with legal local integration. Researchers point to refugee groups' economic success as evidence that they are often an integral part of society and have achieved a level of integration that warrants official recognition (Campbell 2005, 2006). It is said that refugees have settled peacefully and productively in all refugee-hosting countries (Campbell et al. 2006; Jacobsen and Karen 2004). Although the literature stresses the importance of economic integration and self-sufficiency for urban refugees, some scholars argue that legal status is also an important aspect of refugee security. Local integration, it is argued, can only be

considered a genuine long-term solution if national legislation are placed in place to ensure refugee security (Lindstrom C 2003) To put it another way, it is argued that UNHCR does not consider urban refugees who face systemic forms of legal, social, ethnic, and economic discrimination to have found a long-term solution (Buscher D 2003). This is especially important since only refugees who have not found a long-term solution may be eligible for resettlement.

2.4 Various Agencies

Refugee Relationship with UNHCR: As per the survey conducted by the authors they found that there was no awareness of UNHCR before arriving in India (Ghosh A 2018). This case was more prevalent back in 1990s too where after too many years many Afghan Sikhs got to know about the UNHCR's mission by word of mouth which was based in Delhi. UNHCR's location brought the necessity to settle in or near Delhi.

During the study the authors came to know that even if the refugees understand the importance of UNHCR and benefits of being under its protection but they were not satisfied with the organization. As the respondents were recorded saying that beyond providing ID cards the function of organization gets limited. Though the refugees were well aware of the potential of the refugee card they were provided and the potential difficulties one might have to face without it but beyond that there were not many services available. UNHCR's Mission is often known as UNHCR Embassy due to its services provided to the Afghans in foreign land which in general is the duty of the embassy to provide to its citizens.

Significant stress has been laid through Report of UNHCR India that UNHCR assistance is limited to refugees residing in urban areas specifically and majority of the assistance's contribution is forwarded towards Afghan refugees (Ghosh A 2018). UNHCR provides though does provide ID cards for their refugee identity. As per their further inquisition they could confirm that refugees majorly inhabit around the capital of the nation.

Employment: the government policy of India is such that even though a legal refugee who is recognised by UNHCR, is not allowed to work in India which makes the

situation tough for the refugees to survive. Though, a few respondents of the author did claim that the ones who arrived in 1990s did receive some financial assistance from UNHCR. Author explains further that the stressful condition with little or no technologically aware or skilled further ruins the situation and leaves no choice but to be self-employed.

UNHCR India: while the author was conducting the interview they came to understand the UNHCR's functioning and the specific areas they were willing to work in. it wasn't the Sikhs and Hindus the focus was on but the 'ethnic Afghans' which meant the Muslims and Christians because of the belief that Sikhs and Hindus could assimilate well in the Indian cultural system and have already well adapted the cultural nuances already.

Many issues with this policy of UNHCR in relation to Afghan refugees which are as follows (Ghosh A 2018):

- Insufficient financial assistance to cover tuition fees
- Other aspects of financial assistance were lacking ex: subsistence allowance
- Reimbursement policy caused stress as refugees had to pay initially the cost themselves
- Some were never able to receive assistance for their ward
- Some without getting informed were cut off
- It was even found that UNHCR officials were pressurising children to work rather than study
- Many a times refugee students are enrolled with much younger age which leads to aid cut off early even not reaching a certain age

The interviews were conducted and it was found that UNHCR's NGO partner YMCA up till 1999 was providing reimbursement for school education which was paid later after you have submitted grade cards, certificates and attendance report (Ghosh A 2018). This assistance was only provided up till 11th standard. During the interview conducted of the Co-ordinator of Don Bosco Ashalayam (Don Bosco) which works in partnership with UNHCR India implements support and services related to education, vocational education and health related issues of the refugees. Don Bosco helps refugee students in having access to government schools even the support is extended

in form of admission procedures, tuition classes, languages- Hindi and English are taught, prepare for admission tests and computer training classes. The organisation even provides crèche facility and open school- a type of distance learning programme for 10th and 12th students. DAFI scholarship program which in collaboration with German Embassy and the UNHCR provides scholarship support to the selected students enrolled in Bachelors. This scholarship includes admission fee, registration fee, tuition fee, and money to buy books; it also includes a monthly stipend of Rs. 3,800 to the selected candidates.

UNHCR Limitations

In its efforts to provide security to urban refugees, the UNHCR faces technological and logistical challenges. In certain areas, there are only a few refugee status determination officers or a UNHCR security office with only two or three employees charged with protecting hundreds of thousands of refugees (Ragin C C and Becker H S 1992). Refugees are exposed to prolonged periods of insecurity as a result of the processing delays (Buscher D 2003; Leone et al. 2003; UNHCR 2009)

Budgetary restrictions also hamstring UNHCR, limiting the amount and quality of assistance available to refugees (Crisp et al. 2009; UNHCR 2009). Given that providing aid to those in urban areas is much more expensive; this is undoubtedly a factor in UNHCR's unwillingness to provide material assistance to urban refugees (Landau 2006).

UNHCR must deal with undirected and widely scattered urban refugee communities of various nationalities and ethnicities (UNHCR 1996, Buscher 2003). In addition, they are largely unnoticed. The difficulty in separating involuntary migrants from other immigrants and residents living in the same neighbourhoods poses a valid security problem (Landau and Loren B 2004). Individual refugees are virtually impossible to monitor due to the urban climate (UNHCR 2000). The invisibility of urban refugees makes effective advocacy difficult. There is a scarcity of resources for urban refugees. Urban refugees lack the resources of a broad aid community, as well as international advocacy and pressure, which would enable UNHCR to increase its budget and gain influence in negotiating with host governments (Landau and Loren B 2004).

Their policy decisions have also hindered UNHCR's attempts to secure and find solutions for urban refugees. Finally, UNHCR must work within the confines of the host government's policies (Buscher D 2003). The UNHCR has maintained a policy of only assisting refugees in urban areas. While the reason has been to avoid reliance on material aid in order to avoid having a pull factor to cities, this has contributed to the feeling of insecurity among refugees in urban areas (Buscher D 2003; Grabska 2006).

2.5 Afghans Journey

(Dimitriadi A 2017) explains transit countries which is the setting of a country placed geographically in such a way that they act as intermediary between departure-destination location.

Author has described certain traits of a transitioning country:

- “ Existing between crossroads of a global North and global South
- Transit shares border with developed countries
- Has high flow of migrants
- Offers possibility for informal entry to a neighbouring country and yet has restrictive policies towards migrants
- A transit country is unprepared to confront migrants and their needs
- Transit countries are approached not only geographically but also socio politically through policies that convert the south into a gate and bridge between first and third world.”

Dimitriadi (2017) *Migrants in Transit*: the author in this part of the chapter tries to explain that Afghans in particular are “migrants in transit” i.e. “moving towards something”. He throws light on the experiences, the whole political process, and the journey until the end has too many layers which majorly is an obstacle to reach a quiet place. The transit migration is a “stop-begin-stop” process of an unknown duration, though author to tries to bring an argument suggested by (Düvell F 2006) that the time limit for transit is of one year for the migrant in transit and after one year he makes a remark that this migration after a year be considered a settlement. He too considered a theory of (Cassarino J P and Fargues P 2006) If migrant stays at a place for an

extended period of time without explaining minimum number of days or years that person ceases to be a migrant in transit.

Author though tries to subtly on the basis of empirical fact tries to explain that it is not the transit ends when a year has elapsed but when he/ she either choses to settle down or has reached the destination they had decided to reach. Until then if in transit they will neither settle nor integrate. This reference was quoted keeping Afghans in consideration. They are constantly seeking better life and even if immobile but do hope to be in mobile situation, they sort of are biding their time. He had also added a point which was remarkably a valid point where he explained too that sometimes it also not the desired destinations but when contingencies added to the destinations it could lead to a new vantage point or arriving destination.

As per (Dimitriadi A 2017) there is a Capability to migrate is the most crucial factor which plays a detrimental factor in mobility of Afghans and too transit migrants. Only capabilities act as catalyst for mobility between aspirations and failing to do so (Dimitriadi A 2017). He further adds that the character traits may not be same in order to be mobile as some may have good and elaborative networks in the aspiring to be in the country or may sale off the property or may have influential backgrounds that might have financed the journey. Whereas, others might be indebted or exploited and abused in the journey, there are also a few who are not able to reach the destination due to “lack of capital”.

As they too emphasise detrimental support of family that is the parents and uncles irrespective of the reason for migration. Moreover the author has encountered a good number of Afghans who had financial support of family members in order to agree to the point made by above mentioned authors.

Moreover, he places an onus of decision making on family as how family may or may not support the migrating plans of an individual and in some cases may hamper altogether too.

Thereafter he tries to make an observation as to other support systems apart from family that is the friends which has occurred as another financial support system. This friend’s group or supporting group has recently appeared in the research findings of a

period of 2012-2015. These people have been proactive in supporting the Karzai government and were known as middle income group.

Howsoever, (Dimitriadi A 2017) has tried to throw light on importance of social networks but not avoiding the economic support. These social networks play a vital role even when family is not able to provide economic capital and economic capital without knowledge to move will not work in individual's favour. But the author did not get into the knitty gritty of social capital and social networks as both are redundant in its usage as he encountered rather it is the wholesome knowledge about as to how and with whose or without anyone's help (smuggler) you can undertake the process of movement.

There had been discussion of various experiences after reaching the destination, certain expectations they had built overtime with respect to the destination or the familial connections they might come across after reaching only to realise they have move somewhere else. Some co travellers had become more like families, some had found distant relatives and some had reached destination without any expectations. Author further makes a point that every human has a different way of reaching the destination, moreover the same functionality of networks don't produce same effect. Some may go through gruelling and harassment filled movement whereas some may have had a very linear patterned journey (Kaytaz 2016).

The fieldwork in years 2011 and 2012 were conducted where the experiences have been weaved to make an understanding of the Afghan migrants who were students, residing or trying to seek asylum in Turkey. These participants primarily lived in Turkey but status, intentions and laws made their stay temporary. She is of an opinion that the journeys are less linear and more fragmented which makes the move more laborious. She further strengthens her argument by giving a definition provided by Colleyer where he also affirmatively provides the journey is separated into number of stages which makes it fragmented and every next move is derived due to legal status, work guaranteed, desired destination seeking or could be due to living conditions provided (Kaytaz 2016).

She further gets into explaining that how most of the literature tries to explain the journey of the migrants as an in between process of start and an end point just an in-

between process holding less relevance whereas this in-between process as per the author entails the most important part of the process and sometimes for some it not just an in between process as they have been on the move since they cannot even think of. This in-between process sometimes holds certain experiences or shifts in their movement due to certain changes in perception or any other event which may make destination and start point less prominent and more prominence may be laid on the very event. So it is journey which holds more importance and is above the discussion and perception of two points of start and end point.

The in between journey which author had laid stress on in the above portion of the article is discussed here in a much insightful ways and means where many insightful experiences of the respondents have been quoted in order to understand the ways of trajectories, ways and means to migrate. One had quoted as how the migrating back and forth from one to the other illegally becomes the way of life and they don't stop until they reach farther away from the place they are at. They might have some destination in mind but nothing can deter them to bring their journey at a stop. Only the economic restraints can make them halt at a situation but nothing else could stop them from reaching the destination. (This is the kind of process where it is not the starting point or end matters but the journey has become an eventful in such a way that the whole journey holds the meaning of courage, network and every other positive adjective.)

The example have been quoted of an informant as how debilitating conditions both economically and socially got due to attacks and this all led to movement of people massively more or less towards USA and Canada (Dimitriadi A 2017). The specificity for the country could be because he could speak English and was acquainted with culture due to army intervention or helpers from various organisations could provide certain exposures and enchantment for the place too. It is his middle class only which can afford and even willing to move towards Europe due to severing conditions created by war since 2013. It is this middle class only which is considered profiteering from the intervention of foreign troops, and now has been a new target of Taliban. Taliban's earlier targets used to be intellectual class, professional but since a couple of years ago their major focus has shifted to "this" middle income class group.

There have been waves of afghan migration towards India and their associated ethnicities and affiliations where he puts forth various arguments of different scholars and society's head. The indications and various arguments have been put forth that the in the 90's the earliest wave which can be recalled was of Hindus and Sikhs due to civil war, even some scholars were quoted saying that the distinction on the basis of ethnicities was necessary because there were two scenarios that existed (a) the afghan refugees: not only Hindus and Sikhs and also included upper middle class Muslims and India was considered as a temporary refuge or as a transit in order to move away to somewhere better which was in most cases west (b) the one who came later in 1992 included a vast majority of Hindus and Sikhs. So in order to reach at a conclusion it was inferred that there has been shifts in the trend of exile as initially it wasn't religious minorities in initial years but it certainly was the case after 1990. This argument has time and again by author been substantiated in the chapter that distinction have been emphasised between the ones who came after and prior to 1990s as earlier were the elite class Pashtuns and later were the ones who were "conflict displaced" due to fear of life. There had been a trajectory of movement of Afghans in India which has been mapped out by the author in the chapter which they explained by claiming that the conflict had become the part of life and people in Afghanistan were growing with it but the situation got worsened when Soviets withdrew from Afghanistan so the supporters of it also had to move due to threat to life. India at that time couldn't pose much of restriction to Afghans movement towards India due to Soviet Union and India being close allies. But as the situation started to get worsen in Afghanistan and a mass movement started to happen in India from Afghanistan. The major reason to come to India majorly is the idea of Secularism guaranteed to every human in this nation. Though the respondents point of varied point of views were also quoted as to the reasons of migrating in India which included economy, harmonious ties with neighbours which will let them have their own business connections to be built. Bollywood and inhumane experiences in Iran and Pakistan too led to fleeing to India (Ghosh A 2018).

Settlement in Delhi

The experiences of Afghan refugees since inception of the migration of Afghan refugees specifically in the category of the Sikhs and Hindus who had during the

partition of India and Pakistan had moved more upwards in order to save themselves but after again the situation became worse in Afghanistan it bought an opportunity for Afghans to move back to India as the need and urge to be assimilated with their homeland still persisted (Ghosh A 2018). UNHCR supported this fact by further establishing that the majority of Afghans in India belong to Sikh and Hindu faith. Author has further quoted the senior member of Hindu-Sikh welfare society who threw light on the communities' commerce patterns which was trade centric which led to apart from religious connect motivated to move to India. But even after evading the peculiar life threatening circumstances and moving to India did not serve them much of the associations and acceptance they once had felt and longed for.

The author delves into the quantity and area coverage of Afghan refugee population in India, which they claim to be in thousands for years. They further explain the complexity of the number because it may be dependent on the understanding of individual's definition of refugee and so it may affect the count of the actual number. They further categorise the ways in which the actual number gets difficult to configure that is, firstly the data not being available, secondly, varying figures of the agency if the data is available. They have tried to throw light on the major role played by UNHCR in tandem with the government efforts specifically from the perspective of origin and background. For that matter author too question the authenticity of who are considered refugee, their affiliations, ethnicities, origins. These pertinent questions are not many times determined due to the blurring lines between migrant's and refugee's definition.

with the substantial data and facts from various organisations that is: UNHCR, Vasant Vihar, SLIC, BOSCO, Khalsa Diwan Welfare Society etc. laid emphasis on the major proportion of Afghan refugees is settled in Delhi or nearby Delhi (Faridabad and Haryana). Author even substantiated this finding of theirs with government facts and figures by explaining that Delhi being the centre of the nation and the accessibility to resources moreover the huge expanse on which city has been located brings in the more employment opportunities. The other valid reason which was quoted was the closer proximity to UNHCR which is established only in Delhi and being the only official organization facilitating and responsible for refugees. In Delhi's southern part Afghans reside in Lajpat Nagar and Amar Colony, which constitutes the largest

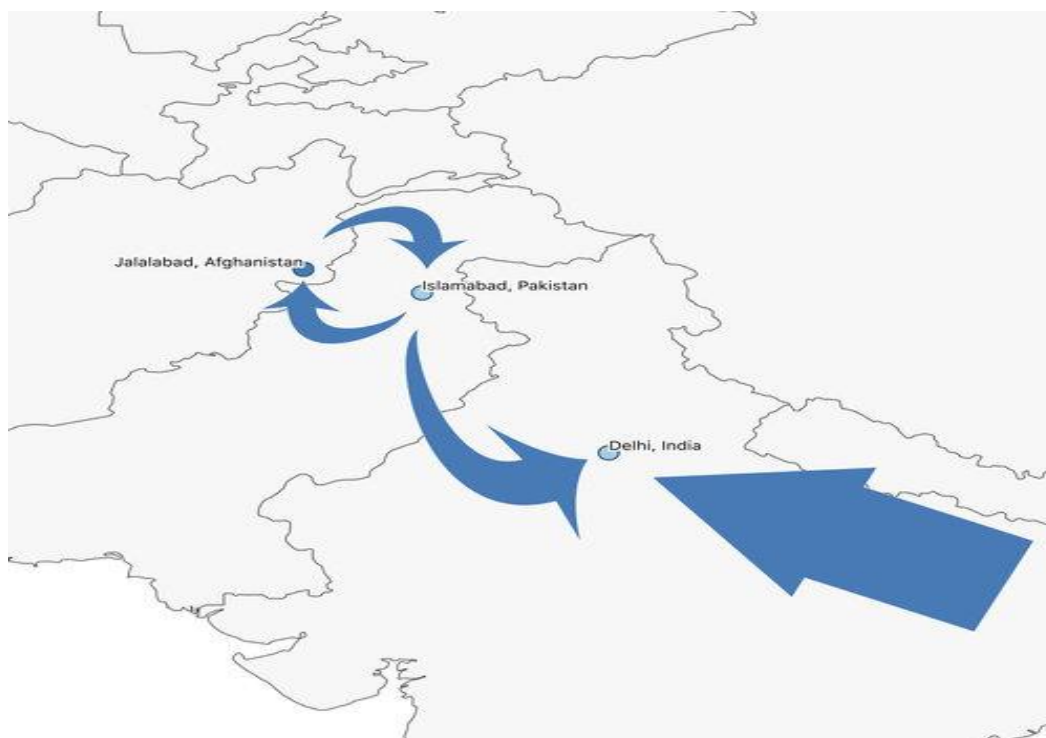
proportion of population even the insight has been made of their well off financial status and significant population being from Muslim religious community. Though the nearby areas were claimed to be comparatively little well off example East of Kailash and Nehru Nagar. Whereas when they were conducting the study they even found that Hindu and Sikh Afghans were mostly residing in Western and Southern part of Delhi.

2.6 Right Practice

Greece legislation only provides rights to access secondary education (Saiti and Chletsos 2020). Moreover depending on the relations with European Union, the Greek Ministry of Education with the help of independent body recognise academic qualification and subsequently European Qualification Passport to Refugees is granted.

CHAPTER 3

AFGHAN REFUGEE STUDENTS IN HIGHER EDUCATION



Source: <https://www.refugeesintowns.org/delhi>

THEME I

3.1 EDUCATION PROFILE

Delhi as a destination: Respondents when planning to migrate with their family to India, at that time it was a situation of threat to life and they all moved to India considering India being safe haven. Every respondent had different reason to move to Delhi. A few had no reason to move to India specifically and it was the only available choice then. For some the political and economic environment had appeased them to stay in Delhi.

Respondent7 quoted for choosing Delhi as a destination was “his and his father’s dream was to pursue Higher education in India, so that he could get into Afghan administration after completion of studies”.

In fact all students did comment on the value of Indian Higher Education system as it was highly valued and had potent considerations to get employment in Ministries of Afghanistan.

Respondent 1 was quoted saying “that India especially Delhi provided business ties which in past had been explored by his family members. This led to comfort of knowing the place without actually knowing it for the head of the family.” In fact, he further even added his assumption of Delhi being the capital city and as per him “Capital cities are more promising compared to other cities.”

Delhi also promises to be the hub for availing facilities as (Ghosh A 2018)also quoted that UNHCR is the sole point of connection to seek resettlement and for that connection to be maintained one has to be near it for frequent visits. She further suggested that for most Afghan refugees it is the UNHCR which is regarded as Embassy more than Afghanistan Embassy. Thus, desiring the resettlement to a more developed and better place they continue to tackle the juxtaposition of developed nation with less of acknowledgement for the Afghan refugees.

The grounds for resettling refugee are not dependent on specific factor (Troeller 2002). However, he further argued taking the example of EU per se he did throw light on extra concerns that needs to be put in the picture when considering migration or resettlement. With that come certain expectations of citizens of host country and even the one migrating into the host country. It could range from citizenship right, livelihood concerns, trafficking, asylum pressures etc. and certainly over the period of time one can see that EU is closing the doors on resettlement for refugees. The choices which are brought down to a few countries for the ones desiring for better world are Australia, Canada or the USA.

As per there lies a challenge for them to address the resettlement of refugees in New Delhi (Morand and Crisp 2013):

1. Either to convince or try to persuade them to stay and struggle in India
2. Or even persuade Government of India to provide ample amount of opportunities in order for refugees to sustain a better life.

3.1.1 Subjects studied in the past: Many were the students enrolled in higher education in Afghanistan and had to move to India due to life being under the threat. The possibility of losing the life by many external forces led them to leave the country merely in a couple of days. The education being less of the concern for at that time caught them unawares when applied for Indian Higher Education. The education pattern in Afghanistan is not stratified like the Indian education pattern in streams; it is like seventeen subjects are taught up till 12th standard. The most eye opening characteristic about the Afghan system is they teach science technology commerce society and several other proportions of some mind and career establishing courses. The other prominent revelation by an interviewee was the Afghanistan board doesn't have Economics as a subject added in their Curriculum. The Post-secondary Education for some is leaving their education in between starting from fresh after reaching India. Many interviews conducted of the students enrolled in Indian Higher Education did mention of the problems faced by them while understanding English and due to English being a vital part of Indian education system led them to take Extra classes or various other coping mechanisms for the basic understanding of the subjects. In Afghanistan English is taught in schools in 4th standard that is when the student is a 9 year old kid as a second language. The main language of the course syllabi is majorly in Dari. Many of the students who had come to India when they were too young to enrol in school they too had language problem but was overcome with the help of tuition classes taken privately, this made the establishment of understanding of Indian education system comparatively better.

There is a *finding* which came out later during the study is, that the refugee students who had studied in Indian schools first and then continued further in Indian Higher Education were also comparatively more informed of subjects they were determined to explore and flourish in.

3.1.2 Subjects Pursuing in Present: interviews conducted revealed that after coming to India choosing a course had many facets:

1. They are made to choose out of three subjects by the University that fall in the ambit of their acquired percentage in 12th standard
2. A few discussed, chose, and some even regretted pursuing the course
3. Many chose subjects keeping their future prospective in mind from the perspective of job market
4. Some chose courses because of their interest in idea of the subject
5. For a few it was altogether new subject not knowing anything at all or a little, but also not deviating in some cases from the perspective of career they would want to settle for.

For most of the students who had migrated after spending certain amount of time in Afghanistan led to exploration of a different pattern altogether in a new way. All these students first barrier is language. When they are able to overcome it their second is to understand the demand of the course and their adaptability also keeping in mind their future plans and third becomes the enrolling in University which would accept them simultaneously accepting them for their interested course they would want to pursue. The fourth and major hurdle in enrolling process is requirement of certain documents and certificates. One interviewee also informed that the documents are being called “*taskira*”. Most of the students were found to be enrolled in non-technical courses. One interviewee was adamant enough to quote the penchant for finance, whereas other changed the course from the course she was pursuing because she was not satisfied with the faculty.

Finding: students who enrolled in higher education after spending a few years in Afghanistan’s University were found to be not immediately enrolling in India but spending or taking a break in between for few months to a year and then enrolling. This time was basically used in exploring and understanding language, courses they would want to pursue and admission process.

The report of (Morand and Crisp 2013) throws light on the non-acceptance of refugee ID cards which are sometimes are not taken into consideration by schools for enrolment of refugee. Visas are also accorded for applying in Higher education institutions and for work permit. It certainly adds to the hope until a refugee is able to have the access of refugee card. An example of Myanmar’s refugee in India was

accounted where their visas were taken into consideration for certain government approvals.

UNHCR New Delhi has over the years have maintained and established certainly with education authorities in order for less complicated documentation to be provided by refugees while applying for admissions. In some cases, when regulations are too strict to let go of the norms in those cases BOSCO intervenes on behalf of refugees.

It was also found that students who enrolled in Post-Secondary education courses did not have much of similar pattern in pursuing the courses. More or less every student had their interests or the future interests in pursuing current courses and if they weren't sure of their career prospective, they had above (in points) mentioned reasons.

Majorly every respondent irrespective of their gender had their educational decisions made by them, there was no influence or family pressure except one who did claim that her father indeed had laid emphasis on how she should pursue law and how the course and profession is women friendly and does provide a sense of power and independence. But 90% of the respondents shared their ideas and only just put forth the courses they would want to pursue. Family influence was not found.

3.2 Satisfaction with the current course

Refugee in distress often adjust to the new order and also bring certain changes in the host societies (Fajth et al. 2019). There are various parameters of adjustments by the refugees and the patterns and reasons are not similar among all for the adjustments (Montgomery 1996). In similar way, Afghan refugee in particular in Indian Higher education has to adapt the new subject course. In the light of (Montgomery 1996) discussion, there are different ways of understanding the subject and certainly different ways and means. After understanding the new curriculum and learning the new course there lays the satisfaction with the course. In order to understand the degree of satisfaction with the course all respondents were pursuing, question was asked from all the respondents. The question was “Are you satisfied with the current course you are pursuing”? Out of 9 respondents 6 were satisfied with courses they were pursuing. Those 6 respondents who seemed to be satisfied were all asked to throw light in an open ended interview later whether choosing the subject was an informed decision or was an experimental decision. All 6 respondents agreed that it

was informed decision and even to understand the subject peer support was accessible.

Respondent 3 was pursuing Computer Science course from Sharda University and was on scholarship then but after learning the intricacies of curriculum after a year she chose to drop out from the course because she had while open ended interview had quoted certain reasons as to not continuing with the course and most important she stressed on was that subject was not being imparted in the most feasible manner. As she was new to the subject she wanted lectures in session to be more in depth and even regular discussions were lacking. Due to not being satisfied she later on changed to Indira Gandhi Open University and too the course that is Social Work.

Whereas, Respondent 2 is very much able to understand the current course and is also satisfied with the subject she is pursuing. She is in second year of pursuing Bachelor in Commerce from Delhi University. The reason here could be possible as stated in above discussions that she had completed her senior secondary from Indian school and she was easily able to choose her career path.

Further in a closed ended questionnaire, question was asked, “Whether the experience of fellow classmates help in understanding new course well?” All 9 respondents agreed to the help extended by classmates in making them able to understand the new course or syllabus.

Respondent 7 while conducting interview, he explicitly mentioned about the details of the current course he is pursuing, which is Commerce and in Afghanistan school he had not all studied accountancy but he did have immense gratitude for his classmates and even lecturers who were constantly helping him understand the subject and even quoted “from the scratch lecturers are making me understand the course, and lockdown saves my traveling time which gives me extra time to invest more for basics”.

Later on, in addition to the above question it was asked, “Whether Professors/ Lecturers in University or College teach well”? Out of 9 respondents only 3

respondents said yes and remaining 6 disagreed to classroom teaching pattern not being helpful enough in order to make them understand the subject.

The other question which was asked was, “Are assignments evaluated well”? 4 out of 9 respondents were satisfied with the assignment evaluation whereas, the other 5 respondents were totally disagreeing with the evaluation pattern.

Respondent 4 who is pursuing Psychology from Delhi University was completely dissatisfied with the evaluation pattern of assignments evaluated by lecturers. She commented “we are already trying to learn new subject in a new place and lecturers without even informing us mark us for the assignments, a valuable feedback which is the essential key to growth is majorly lacking in the established University itself.”

THEME II

3.3 FEE STRUCTURE AND FINANCIAL SUPPORT OR SCHOLARSHIP:

The refugee students are enrolled under the criteria of foreign students and so are asked to pay the fees as per the norms followed by foreign students. The magnitude of fees structure is three times of fees paid by Indian national. The fees to be afforded by the Afghan refugee student in particular can be a deterrent in order to not pursue Higher education. In some cases the students are able to provide the fees due to their family being capable enough to find work or are in business but for many it has become a point of distress when they can't much rely on family income. The students provide for themselves through a part time job. There have been several students who are also enrolled under scholarship also.

Finding: All respondent's families were not affluent enough, no family is able to completely provide fee for higher education. There are certain other mechanisms by which respondents are trying to provide for their education.

3.3.1 Scholarship: Afghan students enrolled in higher education often seek outside financial support in a way of scholarship. In India, UNHCR, Germany, Denmark, Czech Republic in collaboration with DAFI (Albert Einstein German Academic Refugee Initiative) provides scholarship facilities to a few selected refugees selected through an entrance test for only undergraduate degree. This scholarship is provided in the country of asylum or home country.

3.3.2 Functioning and role of the current scholarship: As per (DAFI 2019) the scholarship provided to tertiary students try inculcating following abilities:

- To become self-reliant and to be competent for employment and entrepreneurship opportunities
- To gain awareness and leadership skills that will help students sustain a peaceful atmosphere in their host countries and when they return to their home countries.
- To inculcate Ethical form of lifelong learning

- Attracting and awaking the students about importance of education through role models, societal and community's engagements.

DAFI scholarship which in tandem with German embassy and the UNHCR supports Under-grad students monetarily (Ghosh A 2018). The scholarship includes tuition fees, admission fees, registration fees, money to buy books and a monthly stipend of rupees 3,800 to all those selected candidates.

How it is availed: In order to avail the scholarship of UNHCR, India, the foremost condition is to acquire the status of refugee. Once the status is granted from being an Asylum seeker to being a refugee, the UNHCR conducts the interviews and around 20 students are selected among many every year. Even if the scholarship is granted from UNHCR, the students are still granted the admission as a foreign student and have to undergo admission process like any other student.

With respect to the DAFI scholarship it was discussed with all the scholars, "Whether the scholarship provided to you by DAFI enough?" 4 out of 9 respondents were availing the scholarship had different experiences and opinions about scholarship but all in all everyone was dissatisfied with scholarship structure. The scholarship though is not able to provide completely and is in few cases been sufficed with parent's support and even through part time jobs. All respondents did complain that that a monthly stipend of rupees 5,000 is not enough to manage monthly expenses.

"As the dearness is getting higher in this cosmopolitan city so are the expenses, daily travel from home to college is getting expensive and an auto ride during urgency is a luxury can't be afforded daily in this fellowship" issue addressed by Respondent 6 enrolled in Political Science and travels daily from Malviya Nagar to Kalkaji."

Respondent 9 enrolled in Sharda University for Political Science course and not on scholarship also complained about the fee structure of the University which is a private University. The tuition fee paid is around 1050 USD.

DAFI scholarship every year provided to the selected students is as follows:

- Rupees 20,000 per year for college fees

- Rupees 10,000 per year for books and stationary
- Rupees 5,000 per month as fellowship, making rupees 60,000 yearly

Source: all 4 respondents who are availing scholarship.

The fees charged by Universities enrolled as foreign students is same charged by the refugees who are foreigners indeed and enrolled under the category of foreign students but they are under the distress of life threat and trying to build a new life from the scratch. So high fee structure for refugee students is an extra addition to the distress of statelessness.

In connection to the above the concern, the question was asked from all the respondents regarding the high tuition fees in colleges? 8 out of 9 respondents answered yes, that is tuition fee being high enough. On contrary, only respondent 1 disagreed with the fact that tuition fees being paid are high. Through open ended questionnaire, it was explored that the student belongs to an affluent family and so could be a possibility that invest in high education fees was not much of a concern. Moreover the respondent was also not on scholarship.

The question was also asked regarding fee structure that is fees paid apart from tuition fee. “Is miscellaneous fee or extra-curricular fee paid by students high/not pocket friendly (miscellaneous or extra-curricular fee includes sports, laboratories, library and other services)?” 6 out of 9 respondents even being on scholarship acknowledged the fee paid apart from tuition fee in the name of extra-curricular or miscellaneous fee is not at all pocket friendly. The three respondents that is, respondent 1, 2 and 4 had disagreed by saying no that is, extra-curricular fee is not high. The reasons for all three respondents could be different and in fact respondent 2 who disagreed to fee for miscellaneous activities paid are high is on scholarship and even it was inferred that paying fee in public central University was a little less worrying. Infact, respondents 1, 2 and 4 engagements could also be seen in other activities of paid volunteering and internships while simultaneously studying for under graduate courses.

Many interviewees were enquired about the consistency of fellowship since they enrolled and every one of them agreed to it being constant. Moreover scope of

increase in fellowship is also not much. In fact the interviewees, most of them denied answering the question but only one did explain that increase in scholarship is dependent on the budget which German embassy sets for DAFI scholars in India in a year. If the budget will increase they increase the fellowship and the tuition fee that is scholarship of the students, else it will remain same.

The scholarship can be granted only once and only to one family member amongst that family. If a family has two wards enrolled in Higher Education, in the whole family only the student who will be able to clear the entrance or interview process can avail it and the other student sibling cannot even apply.

All the interviewees were found to be aware with the terms and conditions of DAFI scholarship even a conscious attempt was made to ask the questions regarding the validity and time frame of scholarship. The question was asked what if a student is not able to complete the graduation in the committed time frame and every interviewee said that the scholarship is only for three year time period. If not completed in the three year time frame scholarship will not be provided further. Even a DAFI scholar who was pursuing B.Sc. computer Science from Sharda University later being in course realised that social work was her calling rather computer science. She went on to change her subject after a year from Computer Science to B.A. Social Work from IGNOU, which led to giving up her scholarship and its benefits altogether. Now not even in her family irrespective of her younger brother enrolled in Higher education can avail it.

There was also an important condition which had been explicitly mentioned to all the DAFI scholars is, if they happen to change the course or the college or University, the scholarship will be stopped immediately. The same scholar will not be able to apply again for the scholarship too and nor anyone from their family.

CHAPTER 4

AFGHAN REFUGEE STUDENTS: ASSIMILATION

THEME III: ADAPTATION

4.1 Experience of education and influence of education, between Afghanistan and India:

Afghanistan: Students complained about the education pattern being very old and no syllabus being adaptive to the contemporary requirements, even the student added that is why his father since very early in his age had started suggesting him to pursue education from India. Many students complained about the environment not being conducive as to awaken the critical thinking because certain amount of peace, stability and tranquillity was lacking. The stress of not being able to reach home constantly stressed them out. A few complained about the teaching staff not updated with new models and even the knowledge imparted was not comprehensible due to the lacking teaching skills. It was also remarked by a student that teachers often gave too much of homework to complete rather than classroom engagement in order to give a prelude to the subject's portion, which in a certain way gives a mental makeup of the chapter. Girls were also found quoting as to security threat being more persistent for them because they were enrolled in Higher Education and were neither married nor willing to give up education.

4.1.1 Women education in Afghanistan:

There have been attempt to elaborate the details of Women education in Afghanistan. The obstacles specifically for women are not only for pursuing education but are also valid on other aspects of life (Karlsson and Mansory 2007). Girls in Afghanistan since the birth are trained for marriage life, even more so they are married at an early age. So the aspirations related to education, empowerment and independency is next to negligible. Women education was not given much consideration in Afghanistan. Though, with certain influence of West, it has been able to bring certain changes in

the society for women's education. Now, professions like teaching and medicine is paving a new hope for them.

Respondent 9 pursuing Political Science from Sharda University was pursuing engineering indeed mentioned in her interview "that 89 to 90% girls from her Engineering class are married and marriage as an institution is so much absorbed in everyone's lives that no one dares question the authenticity and giving up of independence and becoming an uneducated mass". She further went on to saying that the purdah system is prevalent which is known as "Chadari", it has just two holes in it for you to see and which is also not necessary one is able to see, in that type of constricting environment how one would pursue education especially Higher Education.

Respondent 9 explained the classroom system and culture of interaction between students to being similar to that of Indian classrooms.

Most of the students were stressing about the impeccable pedagogy of teachers in classrooms. Most of the student who had migrated after spending a few years in Under-grad courses in Afghanistan had difficulty in English especially because 95% of courses are taught in English. Hindi being the other language to be hindrance but that is only restricted to their daily lives and not beyond that. Students have taken private classes before coming to India or went to British Council or Bosco classes to learn English. Apart from that, the liberty to dress as per wish and will has provided a comfort they did not know existed. Many interviewees even made the remark of "India being a liberal country and nobody judges or interfere in anyone's life", this notion has specifically helped those students to explore and move out of their comfort zone to practice learn beyond classrooms. A girl student is volunteering in two organizations simultaneously pursuing B.com (Hons.) from Delhi University, The other one is working part time job, one is honing the baking skills and thinking to become part time entrepreneur, while many pursuing graduation have even applied in a part time course of Indian Institute of Governance and Leadership (a combined initiative of Indian government and Afghan embassy). For one student who came from affluent family (mother was doctor and father was a civil engineer) moving to

India under the guise of life threat could be a solace but now scraping by for basic educational needs has also become a problem.

4.1.2 Awareness of Indian education pattern

When moved to India, all respondents were more likely to be excited to continue their post-secondary education because of the liberation it will guarantee in pursuing their dreams which earlier was missing. As students migrated to India, they were not aware at all about the Indian Education pattern. Two respondents out of nine who had pursued their school education in India had comfortably assimilated, understood and were in time that is without taking any break could enrol in Higher education. Other seven respondents were totally unaware and caught off-guard when understood the pattern that is the specialisation which starts early in secondary education in India and continues to reflect in considering options after post-secondary education.

4.2 Difference in pattern of secondary school education between Afghanistan and India

By the time obstacle of language is overcome they have to face another obstacle that is to understand and realise the difference between the systems of education between India and Afghanistan.

Secondary education has a very important placing between primary and higher education, which acts as a link between primary and substantially higher education. Secondary education enables a human being to decide the course of their aspirations and desires. It is intended to provide a brief idea and establish the minimum requirements for the preparation of the courses students would want to pursue in future.

In essence importance of secondary education:

- Secondary education provides comprehensive and far reaching development.
- It enables the human being to be adept, self-reliant and simultaneously developing skill set which are much needed in different levels of economy.
- It strengthens and motivates the students to be hopeful, courageous and experimental in their pursuit of desires and opportunities.

- It provides basis for demand of equality in educational opportunity for all
- It establishes base for scientific temperament and independence in thinking.
- It inculcates a sense of sensitivity among students for understanding and accepting diverse cultural values and social systems of people.

The common core of secondary education includes awakening the desire to know more and inculcating a habit of learning which is less dependent on rote learning patterns and more on understanding the cause and effect relationships. Vocational and technical education forms a substantive part of secondary education.

4.2.1 Secondary Education in Afghanistan: In Afghanistan the secondary education has two levels:

1. First cycle which is lower secondary also known as *Maktabeh Motevaseteh* is pursued for three years from age 12 to 14 that is from 7th to 9th grade
2. The second cycle or higher or senior secondary is known as *Doreyeh Aali* is for another three years and includes grades from 10th to 12th class that is from 15 years of age to 17 years of age

The curriculum for 7th to 9th grades include subjects such as religious studies, local languages, mathematics, natural sciences, social studies, foreign languages (English, German, French and Russian), and physical education. Students who pass the 9th grade can continue their senior secondary education. During this stage students may decide upon pursuing technical and vocational education rather than senior secondary education.

The curriculum for higher secondary education include all the subjects of lower secondary and in addition a few more of natural science and social science subjects. In total they study every year for three consecutive years the combination of 17 to 18 subjects such as Islamic studies agriculture, education, art and culture and economics, mathematics or history. The higher secondary education to sum it up includes all the subjects and no specialisation is provided unlike in Indian higher secondary Education.



18-10-15 26971

Islamic Republic of Afghanistan

Ministry of Education

Directorate of Results & Certificate



S.N	Subjects	Class			Total	Remarks
		10 th	11 th	12 th		
1	Interpretation of the Holy Quran	100	100	82	282	
2	Islamic Education (Feqah, Theology, Tradition)		100	100	200	
3	First Language	100	100	90	290	
4	Second Language	100	100	100	300	
5	Third Language					
6	English Language	92	98	100	290	
7	Mathematics (Algebra, Geometry, Trigonometry)	96	100	98	294	
8	Physics	100	95	100	295	
9	Chemistry	100	94	96	290	
10	Biology	79	100	98	277	
11	Geology	82			82	
12	History	74	72	80	226	
13	Geography	100	99	100	299	
14	Civic Education		100	100	200	
15	Computer		100	100	200	
16	Selective Subject (culture, agriculture, home management, professional skills environment home economy)	100	100	100	300	
17	Physical Education	100	100	100	300	
18	Reformation	100	100	100	300	
Total		1323	1558	1644	4425	
Total Percentage					99.19	

School Principal

Provincial Education Director

Source: A mark sheet of a respondent

Whereas, students who chose technical and vocational education program after successfully completing lower secondary education students can also apply instead of pursuing higher secondary education, one can get enrolled in technical and vocational education. Technical and vocational education is of two types:

- *Shortened technical programme*: with a nominal duration of 3 years
- *Longer technical programme*: with a nominal duration of 5 years, this course is also considered as class 14.

Upon completion of this particular class 14, students are awarded with vocational education certificate.

After completion of both higher secondary and technical and vocational education, a nation-wide entrance examination is conducted known as “*Concours-KONKURS General State Examination*”.

Considering higher secondary education in Afghanistan, seven out of nine respondents explained the same above mention pattern of school education. None of the respondents were pursuing technical and vocational education program so apart from one respondent, no information could be collected regarding vocational and technical courses.

4.2.2 Secondary Education in India: Secondary education commences from 9th standard and continues until 12th standard. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10. Upon evaluation of performance in the first two years of secondary school and SSC results, students may enter Senior Secondary School. In India too like Afghanistan secondary education has two levels:

1. First level is referred as lower secondary which is in reference with 10th standard. The curriculum at this level consists of three languages that are, Hindi and English language and Mathematics, Science and Technology, Social Sciences.
2. Second level is referred as senior secondary level which in reference with 12th standard.

All India level exams are conducted after both the levels to access the 11th standard and higher education respectively.

The curriculum for senior secondary education provides a chance to select a ‘stream’ or a combination of subjects which are science, commerce, and arts/humanities.

Whereas, students who chose technical and vocational education program, is based on the decision of further not pursuing tertiary education or to prepare for employability in the market, often enrol themselves in vocational schools.

4.3 Contact, interaction and adaptation in the host society: After migrating to a new destination the very “time of arrival” and their own expectations about the new

society, shapes the experiences and impressions about the host society (Ghosh A 2018). She even explained that the very social ties, value systems they had grown with also influence their idea about India. She had explained the very experiences of afghan refugees just after moving to India. Being a refugee brings forth a lot of issues in settlement, initially for them it was the understanding the functioning of society. Even for survival they for months try to find jobs and simultaneously adapting to the new environment, climate and food habits and most of the times it was without guidance.

4.4 Education and adaptation in host society:

Adaptation of refugee's identity in the host nation when interaction of the societies and the societal norms happens (Ghosh A 2018). The sanctity of expectations and attitudes are kept intact and simultaneously keeping an open mind to accept the new nation's idea and ideology. Author explains that there are two types of interaction between host society and immigrants.

1. The first is when the ethnicity is tried to be controlled to retain the identity of the one coming from outside of the society.
2. The other situation is the process of assimilation when the government policy and society are welcoming enough to make the one coming from outside to feel accepted. So as to sum it up they elaborated the attributes of relationship between host country and the immigrant where they can either be hostile at the interface of new identity or downplay their own former identity.

Refugees have been making certain initiatives through campaigns, advertisements, social media etc. for sensitization of the host society in particular and also to an extent of refugees (UNHCR 2013). Capacity building at the societal level in order to enhance the assimilation process and even integration has been taken up by UNHCR.

Refugee students enrolled in higher education have to experience a different set of culture compared to their own. Most of all is the education which differs in curriculum, organisational structure, the mannerisms of institutions and henceforth the expectations. As discussed in earlier chapter and even shared the experiences of few, not having any awareness of the host society can be a 'culture shock' which can be a little less in case for the ones who have known and understand the host society in

advance. The transition process could be very tiring and cumbersome process for refugee students in particular because they have an added stress of adapting in the new society for education. Adapting to the new society becomes the need of the hour for the refugees.

The pedagogical adaptation of refugee students is a major part of adaptation and assimilation experienced in host country's educational institutions. For the student of higher education, education can be just a tool to survive in the society for self – sustenance. Also for some it can be a ground for laying the basis of rationally liberating without any vested interests of monetary returns. Higher education is also inferred as a tool for an awakening which was lacking in their own country (Kukatlapalli and Johnson 2016).

In order to understand the various dimensions of student's assimilation and adaption question was asked, whether the current course pursued has been able to help in critically think through"? 7 respondents out of 9 respondents agreed that the respective course they are pursuing is able to generate critical perspective.

Another question in order to understand more about education asked was "Are the class engagements and discussion helpful in developing an orientation"? 3 respondents out of 9 respondents find classroom discussions helpful whereas, remaining 6 respondents did not find it helpful.

4.4.1 Assimilation in classroom: There are several ways and means of assimilation of a refugee in the host society but this research only tries to analyse the assimilation of Afghan refugee students in the classroom. Here assimilation has been considered from the perspective of identities, experiences and personalities. During the conducting of interviews, question was asked from all the respondents, "how well have you assimilated in the classroom"?

All the respondents to the above asked question answered in a positive manner and none of the respondent found any differences or problems in the new classroom setup or new learning. Every respondent credited UNHCR which has acted as a responsible actor for easy integration in Indian Higher education system.

4.4.2 Experience in enrolled University or College: Students who were enrolled in graduation and were, under DAFI scholarship cannot change the course once availed the scholarship for that course cannot change it, else scholarship will be terminated and one will not be able to apply for it again. That is the limitation of the scholarship.

Respondent 3 was pursuing computer science course on scholarship of DAFI from Sharda University. Later on after facing certain issue with the classroom teaching not being imparted in desired manner which could continue to pique her interest for much time. Even the fee was high enough that she had to work part time to make up for the extra financial support which scholarship could not provide. She after one year of completing graduation changed the University to Indira Gandhi Open University and even the course to Social work. She commented this change as “It was huge leap of faith for me” she further added “but had to let go the scholarship due to change in course and college but correspondence course allows me to explore myself in new country with new identity”.

Most students who were not enrolled under scholarship were also not willing to change the course, apart from one. Students who were willing to change the course irrespective of scholarship or not, the reason only cited was quality of education. But they are not planning to change the course even if not satisfied.

Respondent 5 very explicitly in his discussion cited three possible reasons for not changing the course:

1. The course the refugees are pursuing irrespective of satisfaction, the issue could be of investing so much time, energy and patience into the subject. Moreover higher education in India for girls is a luxury which they had not dreamt of earlier and basic issues cannot deter them to attain the degree. Girls in Higher education do try to makeup themselves for the course they could not understand or several other reasons.
2. Time for refugees is a luxury which they cannot afford, because they already running behind to attain the graduate degree. They all have faced too many hurdles already and these petty issues cannot deter them to attain the degree.
3. Refugees (size not mentioned) are in a hurry to acquire the degree from India

because it is very much valued in Afghanistan and a few who are planning to repatriate may have bright future.

4.4.3 How are you able to overcome the problem of language difference for college education? (English and Hindi): Most of the students initially had taken the support of BOSCO classes or the respondents who had continued their school education in India and then enrolled in higher education, initially took tuition classes to learn both languages in more better way. Many even cited the interactions with the vendors and others in Hindi in order to adapt the new language. For a few Hindi serials and movies even helped in learning the Hindi language specifically.

Annual Report of Bonn 2018 – 2019 has charted out the plan of scholarship for children in Delhi. The main agenda to include all the children under the scholarship program are those who belong to “marginalised sections”. It was a three pronged agenda to provide support to students. The agenda included:

1. Assistance to not only those who face financial constraint in accessing education but also to those who are enrolled in schools and might in recent future face financial restrictions. The support is provided right from the beginning until the completion.
2. The secondary needs which play a major role in able to keep the education continuing that is housing, food, clothing and medicinal support are provided to both child and child’s family.
3. Conducive environment be maintained in the educational institutions, for that considerable guidance is provided.

Certain initiatives are taken by all the stakeholders in order to bring out the transparency and continuous up gradation to meet the ever changing needs and requirements of the children. It is also kept in consideration always that the effective and efficient utilisation of all the resources and stakeholders be used to full capacity for the development of student. The assistance sustainability is also kept in consideration while implementation. To attain the desired goals of bringing “enhanced quality” for the upliftment of both children, young generation, everyone’s efforts and proper planning, organising, staffing, controlling and continuous reporting are needed

to be in conjunction with each other. Several kinds of contributions aiming for several kinds of concerns are contributed which ranges from material support for the health, to consultation classes for continuing education, to provide support for keeping the organization running etc.

BOSCO Delhi has always been pro-active in promoting and supporting education for refugees. They had been providing computer classes, language classes and Bridge lessons to make the refugee students understand and learn basics of Indian education curriculum. Tuition classes like Maths, Hindi etc. are also provided to students studying in schools especially government schools. They also provide assistance in academic counselling and admission process.

Refugees in higher education has eagerness in learning and break all those barriers which are acting as hindrance in their growth (Zeus 2011). Same way during the study it was all the respondents were willing to change their learning situation in order to break the shackles of misery and distress.

In order to understand the above mentioned perspective question was asked through close ended questionnaire. The question was, “Are you able to understand the language well enough to understand the lecture?” 6 respondents have agreed that are able to understand language of lecture imparted in the classroom. Whereas, remaining 3 respondents chose NO as an answer to the above asked question.

During the time when interviews were conducted, to further understand the above asked close ended question, a conscious attempt was made to enquire about how well they are able to understand the language and lectures imparted in the class and did they make any extra efforts in order to adapt to the new structure of classroom.

Respondent 3 in her interview did explicitly mentioned about the extra efforts she had made personally apart from taking classes from the BOSCO. She got into elaborate discussions about the books she had read before getting enrolled in Sharda University. Those books she had made conscious attempt to keep the genre related to Indian leaders, their struggle and political structure. All these readings in past one year has helped her understand the vocabulary, terminologies and basic intentions for the ideas and concepts for graduation in social work, now she is pursuing.

Respondent 7, while interview was being conducted he mentioned about the course which he is pursuing is about economics. Back in Afghanistan school he did not study Economics in the depth that is taught here in schools and subsequently in Higher education. Now he does face certain problems while understanding terminologies and the ideas essence too somewhat gets beyond his understanding. He has to face the triple burden of understanding English, economics and economy.

Emphasis on language hindrance for enrolment in Higher Education (Saiti and Chletsos 2020) and all the respondents of this study have undergone certain classes for preparation and learning English language. As the Authors even quoted in their study the example of good practice of the Greek government as how they conduct and fund language learning programmes but there had been no such initiation seen in government colleges by the government.

Infact, in Greece private Universities were also conducting language preparatory classes and once more no such initiative could be seen there as well in Indian private Universities too.

4.4.4 The socialization and network formation: A substantive literature focuses on migration patterns and subsequently expectations and reality after reaching the destination. As also discussed in the literature review the importance of networks established across the globe, here I would like to discuss more arguments of the scholars further who have analysed the quintessential requirement of networks of refugees.

Borrowing the methods, ideas and the background of labour migration to establish the hurdles refugees face while migrating (Al-Ali, Black, and Koser 2001). In the same light the transnational networks for refugee's adaptation in the globalised world was also looked into. Migrants of all kinds including refugees tend to share similarity of social or community or kinship bonds. Various scholars have tended to affirmatively put forth the argument that social networks are always discussed in conjunction with labour migration or refugee studies. The whole gamut of social network has been played a vital role in understanding Afghan refugees as well. Stress on number of accounts published and are still published to make understand the networks among the

refugees' especially Afghan refugees who have settled in West (Centlivres and Centlivres-Demont 2000). Like (Kaytaz 2016), (Monsutti 2004) is of an opinion too that journeys are less linear and more fragmented which makes the move more laborious. Those migratory patterns are series of small journeys in distinct manner made by refugees. So ultimately this kind of process of migration has become a way of life for Afghan refugees.

Role of network becomes very important for analysing the ever growing refugee's social ties (Marx 1990). From the perspective of Afghan refugee there should be a beyond kinship ties exploration of network so as to understand the originality of sensitivity in terms of support during the times of distress.

A research which tries to explore interconnectivity between the above mentioned parameters which are based on desires and motivations and guides refugees to take further actions, such studies tend to derive more meanings to the story of migration. Here also study is not associating only with one parameter or two but is trying to find meanings of all variables associated with motivation and desire for higher education.

Some respondents cited the prior engagements of family with India in terms of business, or had visited India as tourists; a few even were clueless as to why India was chosen and substantiated with peaceful environment, secular image and a sovereign nation aspects.

A few respondents did claim of having pre- established networks of relatives and friends, which indeed to an extent help in settling. But almost all did claim of having no social media influence in choosing India as a destination. A few had been acquainted with the Bollywood movies and serials which were available online.

Respondent 6 described the reason to choose India as a destination because as a kid family used to visit as a tourist to India. He even mentioned about the peace and tranquillity this country provided to him when he was a kid. India during the decision to move was not in consideration but USA was but severe threat to his mother's life as she was already shot twice by Taliban. So having no option for migrating to desired destination but to move India was the only second best alternative.

THEME IV: ADOPTIVE STRATEGIES

4.5 Afghan Culture and Family: The Afghan population in India for this research mainly focus on the ethnic population of Afghanistan specifically of Islamic religion. This set of population is diverse in ethnicity, political orientation, class and culturally modernization. Though in Afghanistan there are 19 types of groups of ethnicity but during the study it was found in Delhi majority of ethnic Afghans are Tajik, Pashtun and Hazaras.

While the study was being conducted it was found that Afghans were reluctant to share personal and family information and in case a little probing effort also made they would generally be a little apprehensive and asked back “Why do you ask?”

Respondent 5 was willing to delve a little deeper beyond the set of questions in order for me to understand the unwillingness to share information. According to him, family as a unit functions together with great privacy and has sanctity maintained to it, so whenever there is someone agreeing to the interview, it is a family decision.

Even though in India, Afghan cultural practices are undergoing a transition due to exposure from fundamentalist society to globalized world order yet family life sanctity remains sacrosanct.

Afghans networks are more tightly knitted which at large is only extended to extended families. This network has to an extent has helped some of the respondents with the movement in India. The obligation of familial duties even for extended families gets utmost importance over any other job or duty. There is importance of “solidarity groups” which tend to be guided by kinship affiliations and sometimes it is even based on educational experience and levels attained (Monsutti 2008). No tribe, ethnicity or lineage can overlap this fundamental relationship.

The situation of Afghan women in Delhi, as they have adopted much of city life’s modernised values and have even found ways and means of transitioning themselves for the new found liberty (Karlsson and Mansory 2007). Even more so the male dependence and authority tends to even take a backseat in families where women are

more growing with the new lifestyle. An example was quoted from the perspective of declining control of male authority in Afghan family in host country when the young kids of family gets more well versed with the new language especially English.

4.5.1 Importance of completing the enrolled degree: there are three kinds of benefits of higher education for refugee (McMahon W W 2009):

1. Economic: education influences the development process and in exchange it brings the sustenance
2. Personal: healthy and prosperous lifestyle
3. Social: getting rid of 'identity crisis' issue, reduction in inequity.

Integration of refugee in Higher Education has a symbiotic relationship with the society. One affects another totally and cannot be separated from each other. However there are certain reasons and personal concerns in completing the degree. The reasons vary from individual to individual.

Respondent 7 elaborated on the motivation to complete his degree, as he since he was in school his father had been insisting on pursuing Higher Education. His father had been aware of the value of Indian Graduation Degree for the Embassy or Ministry job. His father had even guided and explained the difference in exposure of Higher Education, between the Afghanistan's education and India's education.

Respondent 4 had moved to India without any prior knowledge so adapting to the new curriculum did take some time of hers. She was adamant to pursue her further education after 12th. She stated the reason of pursuing the course of her choice without thinking of any repercussions.

The main idea while conducting the research was to explore, "Does higher education help them in the adoptive strategies in the host country by participating in the economic arena"?

India is not signatory to any protocol for refugees, it voluntarily only acknowledges Tibetan refugee. Afghan refugee are acknowledged and supported under the UNHCR mandate. Higher Education pursued in India by the refugees, not acknowledged by the

government of India provides very limited scope to expand and explore their networks in order to provide for their education.

Economic arena: Higher Education attained in India, though might be valid for the acknowledgement by other countries or if any other country permits refugee to work in their nation. In India even if an Afghan refugee has attained the desired Graduation degree it does not permit them to seek employment anywhere especially Government institutions or its affiliated think tanks or organisations.

Respondent 1 has completed her graduation in Law but when after completion and attaining the degree she went to get the Bar Council of India licence, she could not get the licence because she was not a citizen of India.

CHAPTER 5

CONCLUSION

The objective of this research was to provide an empirical insight of Afghan refugee students of Higher Education. This study was able to find role of UNHCR and subsequent challenges faced by Afghan refugee students in Delhi. For this, the study was conducted among the Afghan refugees enrolled in Higher Education. Subsequently, deterring and enabling factors were explored which affected or supported respectively their participation in Higher Education. An additional focus was given to the students under scholarship because it was able to bring out the comparative difference of educational distress.

The two theme based chapters provide an insight into the participation of Afghan refugees in Higher Education in Delhi and concerns related with it. India is not a party to 1951 Refugee convention and its 1967 protocol, the key binding rules which are associated with refugee protection and integration. Though politically world over India might not have signed the document but in its true spirit morally the policies have been assimilating to an extent. The issue of Refugee world over migrating have been an issue and so far India is not being in list of any UNHCR documents as receiving highest population, but the ever growing population needs certain acknowledgement.

Even though the Afghan refugees are ‘only’ recognised by UNHCR. The very government intervention in terms of potential future assets for smooth economy and culturally how advantageous they can be is lacking. However based on the discussion with the Afghan students enrolled in Higher Education, both of the chapters have tried to locate the issues and concerns of the Afghan refugees while pursuing Higher Education in Delhi.

(<https://www.unhcr.org/5d651da88d7.pdf>) UNHCR in tandem with SDG goal 4 of 2030 has been trying to bring more inclusivity by aiming quality education for all. To meet UNHCR’s objective for crisis affected people are:

1. The primary aim is to bring more inclusivity by bringing all the crisis affected people that is refugee, asylum seekers, internally displaced people etc. The inclusivity has to be brought with the vision of equity and sustainability.
2. A conducive environment to be created for all where irrespective of nationality, affiliations, gender etc. everyone can attain education
3. Education has to have viability in terms of empowering future generations for the overall growth.

The reflection of above aims can be seen in the functioning and the assistance provided in India to Afghan refugees can be seen quite evidently. The very effort of the UNHCR India has been extensively visionary and empowering for a lot of refugees. However, in order to accomplish the above mentioned purpose there has to be more of effort in order to accomplish the objectives.

Steiner-Khamsi (2012) UNHCR, UDHR or UNESCO tends to be central reference point for all the policy documents of education irrespective of any situation or condition prevailing in any country. The Universal Declaration of Human Right recognises education as a human right and is also binding on all. It is considered that education is the single on point solution for societies facing conflicts or extreme violent conditions. Sinclair (2001), Zeus (2009) and Dryden-Peterson (2016) advocated that education tends to prevent the violent extremism.

5.1 Findings

With the increase in the population of Afghan refugees in Delhi a considerable support from the UNHCR and the Government of India is lacking. Though, due to UNHCR's refugee card does provide them permit to pursue Higher Education in India but with no special status or recognition of them in college admissions adds a challenge to their dreams. The refugee students irrespective of nationality or distressed situation are considered as foreign students. Their admission process and other admission formalities are equally treated as any other foreigner. The refugee students unlike the Indian students have to apply for admission in the month of February. During the time of application submission, the percentage they have scored in 12th standard allows them choose among three subjects only.

However, looking at the difference in education between the two nation does orient a foreign student but when it come to an Afghan refugee, the orientation and dreams both undergo a major change. In addition, the gender perspective in Higher Education did throw light on the difference in pursuing Higher Education in India. Female respondents were more willing to go extra mile in order to learn and adapt more. Whereas, male were also working and struggling in similar way but the assurances of future seemed to be more promising for them. When the quintessential question of future was asked after pursuing Higher Education, the idea of even repatriating for employment was a viable option for them. On the contrary, female respondents' chances were bleak for eve considering finding employment in Afghanistan.

Chapter 3: has tried reflecting on the education profile of Afghan refugee in Delhi in contrast with subjects they pursued in Higher Education in Afghanistan. The subjects being pursued are comparatively in tandem with the future goals they have for themselves. Although there have been a delay in attaining and completing the course due to distressful situation caused by migration. There has been certain reflection of personal experiences which were case specific and were explicit enough to make understand the situation.

This chapter also throws light on financial assistance and support provided personally. Though there have been inadequate support and assistance and not much of support of family income, indeed make their situation a little grave.

Chapter 4: This chapter throws in two parts but from the perspective of adaptation and adoptive strategies on opportunities and barriers in pursuing Higher Education and how subsequently they overcome it.

The theory of Bandura specifically re-established by Luszczynska for self-believing to overcome or solve any level of task aims to bring positive aspects in the form of increased hard work for achievements. It also aims at increased accountability of students towards their future goals, provides equality of opportunity to the refugee students. Although, freedom of choice can be a little debatable when students enrolled in Higher education choices for course pursuing and future movements are concerned.

The effect, however, of such theory does point towards a few positives which specifically have been advocated by Bandura. However there have been certain

limitations in achieving the goal of the theory in everyone's case completely. International experiences have shown on the contrary a greater number of positive experiences.

There are certain aspects of Higher education which have not been given much of consideration by the UNHCR. Such things need to be considered as a part of up gradation and evolving process. For example, DAFI scholarship needs to be revisited and certain additions need to be made, providing more of basic classes of courses other than Hindi and English, certain skill programmes to be included in the curriculum of BOSCO for students enrolled in Higher Education considering future benefits. These initiatives may not show an immediate result but in the long run it can bring better development among the Higher Education refugee students.

The major concern for Afghan refugee has also been about Higher Education and employment output ratio of the courses the refugees pursue. Refugee education cannot be of much importance unless they assure you the results you desire and had hoped for. India's policy of not recognising Afghan refugee for their refugee policy considerations acts as hindrance for seeking jobs in Indian market. Subsequently it acts as a deterrent in the hard work they put in.

So, integration in employment opportunities should also be the cause of concern, as they can be considered an investment. The potential attributes of it have not been explored yet. Simultaneously Kontowski and Leitsberger (2017) stressed on the integration from the perspective of not only economic but also social and cultural.

Saiti & Chletsos (2020) have expressed their concern that despite education being a public good yet Higher Education is only accessed by a very few. The very assimilation in education through policy framing can only be provided after the assimilation of the very concerned criteria of population by the society/host.

5.2 Policy recommendations

Political or institutional barriers should not act as a hindrance for pursuing Higher Education. If this so happens it may become a restrictive good or a luxury good which may get monopolised and curtail the accessibility of quality education by all.

Conducive environment, inclusive institutions, and sensitized state and organisational initiatives are needed to be taken in order to establish equity and equality for all sections and refugees per se.

As per <https://www.refworld.org/pdfid/520a419a4.pdf>, there have certain recommendations suggested, which matches the need of the study conducted too. Those are as follows:

- UNHCR and BOSCO should continue to promote language courses in Hindi among refugee children, youth and adults.
- UNHCR should continue to advocate with tertiary educational institutions to facilitate admission of refugees and charge fees at par with Indian nationals.
- UNHCR should advocate with the Government to recognise certain diplomas or opportunities for recertification.
- SLIC should sensitise local communities with the aim of increasing local employment options.
- UNHCR and BOSCO should offer vocational training courses and job placement based on the skills in high demand such as car repair, IT repair and mobile repair.

Jungblut (2017) emphasises on the development policies or strategic goals should be based on real evaluations. The data collected should be empirically collected, through primary interaction with refugee students. This can bring a better outcome for integration methods.

5.3 Limitation

The present study has been delimited to analyse the participation of Afghan Refugee in Higher Education in Delhi. Only limited number of Primary data for the same could be collected due to inaccessibility of student caused due to Pandemic. There is a dearth of research work existing on Afghan Refugee enrolled in Higher Education in India. The studies have been conducted containing the profiles of Afghan Refugees in India and a few studies on their migration in India. Certainly through these works a little reflectivity too subsequently thrown on Higher Education for Afghan Refugees. Thus, the study had to rely on heavy pool of literature existing in western countries

context. Due to the widespread of Covid, for verification of some facts and figures UNHCR could not be reached.

5.4 Scope for the further research

In continuation with the above discussion, the prospects of future discourse from Indian Higher Education of refugee students can be further explored. Moreover, it can also be investigated with those students who are yet to be acknowledged as refugees, known as asylum seekers. What role has the Higher Education played in uplifting Afghan refugee women. In case recognised what kind of societal and economic benefits the very student pursuing Higher Education from India can bring to the Indian society, by becoming a substantive part of Demographic Dividend. How do the Afghan refugee students cope with the psychological distress by adapting to the new Higher Education curriculum.

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ANNEXURE

THROUGH OPEN ENDED INTERVIEW METHOD

QUESTIONNAIRE FOR REFUGEE

1. Name.....
2. Gender.....
3. Age..... and Birthdate.....
4. Single, Married or Divorced
5. Hometown, City or Village.....

RECENT HISTORY

1. How long have you been away from home and why did you leave home?
2. Do you have any siblings in higher education enrolled?
3. What is the total estimate of earnings in a family?
4. Status- Refugee/ Asylum seeker/ Migrant
5. Month and year of moving to India
6. Status of movement- in transition or India is a final destination

EDUCATION, TRAINING AND EMPLOYMENT (from the perspective of family)

1. What languages can you fluently read, write and speak?

THEME 1

STUDENT'S/INDIVIDUAL'S EDUCATION PROFILE

1. Why did you choose Delhi as a destination?
2. What subjects you have studied in the past and what are you pursuing in present?
3. What led you to choose the current subject you are pursuing? Was it an informed decision or you were aspiring to have specialization in same subject or were you influenced?
4. What was the reason/perspective to choose the current subject?

PART II

FINANCIAL SUPPORT OR SCHOLARSHIP

1. Fees and scholarship related questions are below, please provide a detailed answer:

- **Fee structure, if any scholarship support provided:**
 - Which scholarship you are enrolled under?
 - How did you come to know of the functioning and role of the current scholarship you are availing?
 - How do you avail it?
 - What are the conditions in order to avail the scholarship?
 - What should be the status of the individual (refugee, asylum seeker or migrant) in order to access it?
 - Under what category in University or College you are enrolled?
 - To what extent does scholarship benefit you?
 - Has it been since u have availed it? Is there any scope of increase and in case you want it to be increased, then who is to be seeked for your complaints?
 - How long can the individual or the family have access to scholarship? What if the student fails to complete the degree in specified time and has to repeat a class?
 - What if you drop out of the programme you had been receiving scholarship due to lack of interest then what will happen to the scholarship being provided?
- **Fee structure, if scholarship not provided:**
 - How are you able to provide for University's or College's fee?

PART III

ADAPTATION:

1. Experience of education and influence of education between Afghanistan and India
 - (a) Cultural environment of Afghanistan and India

(b) Expectations of society

2. Were you aware of Indian education pattern when you migrated from Afghanistan?
3. How much different is Afghanistan's school education from India's and how do you see adapting to Indian standard of education reflected in University's specialization?
4. If experience in particular University or College's not good, are you willing to change? Yes then why and where?
5. No then also why?
6. How are you able to overcome the problem of language difference? (English and Hindi)
7. Why did you choose India? (How social media has helped you to understand India)

ADOPTIVE STRATEGIES:

1. How and why it is important for you to complete the enrolled degree?
2. Where do you see yourself after pursuing the current course?
3. What ties of social relations exist between Afghan people dispersed throughout India and especially Delhi? What kinds of support system can Afghan refugees rely upon for carrying out life in new place?
4. Does higher education help them in the adoptive strategies in the host country by participating in the economic arena?
5. What are the social strategies and intra household decision making patterns with regard to the higher education?

BOSCO

- What courses are taught in BOSCO classes? How can you become a part of such classes?
- How has BOSCO classes helped you in choosing your subject or course you are pursuing?

THROUGH OPEN ENDED INTERVIEW METHOD

Quality of Education

1. Are you satisfied with the current course you are pursuing? Yes or No
2. Whether Professors/ Lecturers in University or College teach well? Yes or No
3. Are assignments evaluated well? Yes or No
4. Are the class engagements and discussion helpful in developing an orientation? Yes or No

Peer Group

1. Whether the experience of fellow classmates helps in understanding new course well? Yes or No

Fee and Scholarship

1. Whether the scholarship provided to you by DAFI enough? Yes or No
2. High tuition fees in colleges? Yes or No
3. Is miscellaneous fee or extra-curricular fee paid by students high/not pocket friendly (miscellaneous or extra-curricular fee includes sports, laboratories, library and other services)? Yes or No

Adaptation

1. Do you feel assimilated in the classroom? Yes or No
2. Are you able to understand the language well enough to understand the lecture? Yes or No

Adoptive strategies

1. Does higher education help them in the adoptive strategies in the host country by participating in the economic arena? Yes or No

