Students displaced by conflict or crisis struggle to start, continue, or complete higher education studies with credentials that are recognised in their host countries.

- Lack of adequate financial support, lack of connectivity
- Increased dropout rates
- Increased criminal activity in displaced contexts
- Competing family responsibilities
- Displacement
- Bad Governance
- Governments need to better manage social issues, barrier to higher education, climate change displacement

- Lack of funding leads to exclusion
- Global system of recognition of degrees and certificates
- Diluting of the moral fabric, more crime
- Access to credentials repository, global system, past credentials, recognition
- Language barriers
- No global system to higher education and no access

Students feel discouraged, unappreciated

Lack of funding leads to exclusion
HEIs that lack the governance structures and/or expertise to operate in settings of prolonged conflict struggle to continue to serve their students, often straddling the requirements of operating in humanitarian contexts and requirements of academia. Lack of access—No resource allocation, those in conflict areas cannot access higher education. HEIs not nimble, rigid in admission practices, inclusion without compromise. HEIs having difficulty operating in the bounds of the host government and the institutions initiating the process.

- Competing priorities
- Lack of adequate advocacy
- Conflict between HEI requirements and donor policies and admission
- Competing priorities
- High dropout rates
- Lack of flexible policies

Conflict can be accompanied by "closing spaces" when autonomy and academic freedom. Humanitarian actors need to setup to operate in this context. Lack of access—No resource allocation, those in conflict areas cannot access higher education. High dropout rates. Institutions seen as poor quality. HEIs not nimble, rigid in admission practices, inclusion without compromise. Lack of access—No resource allocation, those in conflict areas cannot access higher education. No resource allocation, those in conflict areas cannot access higher education. High dropout rates. Institutions seen as poor quality.
Conflict or crisis-affected countries and regions that were not able to maintain higher education for their citizens struggle to find the technical and leadership skills required by the workforce to rebuild.

- **Infrastructures Breakdown**: Breakdown of higher education infrastructures due to conflicts and crisis.
- **Resettlement**: Migration and resettlement of trained populations.
- **Labor market**: Disruption to internal/external labor markets/supply chain. Need for skilled technician, lack of opportunities.
- **Brain drain**: Unskilled and ineffective workforce. Discontinuation of capacity building in all sectors of education, research, innovation, and problem-solving = poor intellectual capital.
- **Politics and who is "managing" the restoration of a country**
- **Non-local knowledge**: Humanitarian/emergency response and external technical experts create cycle of alignment/reliance on external expertise and training (not relevant to local needs).
- **Returnees may not include qualified personnel to work in government**
- **Skilled workers leaving the area**: lack of opportunities to rebuild the workforce.
- **Misalignment in training, recognition, and transfer between countries, too rigid**
- **Generational delay**: Generational development paused/further behind in technical/knowledge-focused economic areas.
- **Brain drain**: unskilled and ineffective workforce.
- **Discontinuation of capacity building in all sectors of education, research, innovation, and problem-solving = poor intellectual capital**
Students displaced by conflict or crisis struggle to start, continue, or complete higher education studies with credentials that are recognised in their host countries. HEIs that lack the governance structures and/or expertise to operate in settings of prolonged conflict struggle to continue to serve their students, often straddling the requirements of operating in humanitarian contexts and requirements of academia.

Conflict or crisis-affected countries and regions that were not able to maintain higher education for their citizens struggle to find the technical and leadership skills required by the workforce to rebuild. Lack of adequate financial support, unemployment opportunities, and infrastructures breakdown are common issues. Returnees may not include qualified personnel to work in government.

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Conflicts can be accompanied by "closing spaces" when autonomy and academic freedom are compromised. HEIs not nimble, rigid in admission practices, inclusion without compromise, and lack of access are challenges. No resource allocation, those in conflict areas cannot access higher education, and returnees may not include qualified personnel to work in government.

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Governments need to better manage social issues, barrier to higher education, climate change displacement, bad governance, and increased dropout rates. Governments need to better manage social issues, barrier to higher education, climate change displacement, bad governance, and increased dropout rates. Students feel discouraged, unappreciated.

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