

2023

The effect of the First Karabakh War in 1988-94 on the education and human capital accumulation of internally displaced Azerbaijani children

<https://hdl.handle.net/2144/46232>

"Downloaded from OpenBU. Boston University's institutional repository."

BOSTON UNIVERSITY

WHEELLOCK COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Dissertation

**THE EFFECT OF THE FIRST KARABAKH WAR IN 1988–94 ON THE
EDUCATION AND HUMAN CAPITAL ACCUMULATION OF
INTERNALLY DISPLACED AZERBAIJANI CHILDREN**

by

ROZA EYNULA

B.A., Boston University, 2009
M.A., Framingham State University, 2020

Submitted in partial fulfillment of the
requirements for the degree of
Doctor of Education

2023

Approved by

First Reader

Grace S. Kim, Ph.D.
Clinical Associate Professor of Counseling Psychology and
Applied Human Development

Second Reader

Pipier Smith-Mumford, Ph.D.
Field Director, Doctorate in Education Program
Senior Lecturer of Educational Leadership & Policy Studies

Third Reader

Adil Baguirov, Ph.D.
President
Karabakh Foundation

DEDICATION

I would like to dedicate this work to all the Azerbaijani refugee and displaced children from the First Karabakh War who have been innocent victims of this senseless tragedy and who have been silently suffering for 30 years. You are not at fault. You didn't cause this war.

ACKNOWLEDGEMENTS

There are a lot of people whom I would like to thank for helping me through this long and arduous journey. First and foremost, my first reader, Dr. Grace Kim, who has been incredibly insightful at every step of the process; my advisor, Dr. Pipier Smith-Mumford, who has been a force of inspiration and constant motivation when I struggled; and, of course, Dr. Adil Baguirov, whose vast knowledge of history and geopolitics has helped me shape this work.

Most of all, I would like to thank my study participants who were and always will be my biggest motivation to continue raising awareness of this topic; who opened up their lives and hearts so that others could learn about their lived experiences; who shared about their most vulnerable selves as children and grew up with the trauma and stigma of being displaced from their homeland. You will not be forgotten.

**THE EFFECT OF THE FIRST KARABAKH WAR IN 1988–94 ON THE
EDUCATION AND HUMAN CAPITAL ACCUMULATION OF
INTERNALLY DISPLACED AZERBAIJANI CHILDREN**

ROZA EYNULA

Boston University Wheelock College of Education & Human Development, 2023

Major Professor: Grace S. Kim, Ph.D., Clinical Associate Professor of
Counseling Psychology and Applied Human Development

ABSTRACT

Approximately 250 nursery schools and 600 schools were destroyed during the First Karabakh War in Azerbaijan in 1988–94, interrupting the education of over 210,000 school-aged children. Of the 111,043 children until age 5, only 8,300 (7.5%) were registered in preschool, with around 90,000 children out of school and never enrolled.

The purpose of this qualitative narrative research study was to explore how the protracted 30-year occupation of around 20% of Azerbaijani lands by Armenian armed forces impacted the educational journey of displaced Azerbaijani school-aged children, who are now adults, during and after the First Karabakh War in 1988-94. It also examined the extent it has affected their full economic integration into society today.

Three participants took part in this study. Data collection included one semi-structured interview, a questionnaire, and a follow-up interview. All participants received interview questions prior to their main interview to facilitate reflection of lived experiences. The results indicated that despite years of displacement, hardship, and trauma, the children (now adults) were able to achieve economic prosperity with resilience and high family expectations. This finding suggests that despite experiencing hardship during war, children may be able to achieve economic prosperity if they acquire critical skills to succeed in the labor market with active family involvement, becoming contributing members of society and enjoying financial stability as adults.

TABLE OF CONTENTS

DEDICATION	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problem Statement.....	8
1.3 Purpose of the Study	10
1.4 Theoretical Framework	12
1.5 Research Questions.....	14
1.6 Focus of the Study.....	15
1.7 Significance	16
1.8 Rationale.....	18
1.9 Plan of Inquiry.....	19
1.10 Researcher Reflexivity	20

1.11 Assumptions and Biases	23
1.12 Definition of Terms.....	24
CHAPTER TWO: REVIEW OF LITERATURE.....	26
2.1 Azerbaijan: Historical context	26
2.2 Education in Azerbaijani SSR.....	28
2.3 Education in post-1991 Azerbaijan.....	30
2.4 Economy and displacement in post-1991 Azerbaijan.....	34
2.5 Refugee Education 2030	38
2.6 Turkey: Model Example.....	40
2.7 Azerbaijan: Economy and Progress.....	44
2.8 Azerbaijan: Impact on Education	48
2.9 Azerbaijan: Trauma of Survival.....	50
CHAPTER THREE: METHOD	52
3.1 Overview	52
3.2 Research Question	53
3.3 Methods.....	54
3.4 Data Collection	57
3.5 Participant Recruitment	61
3.6 Sampling Method.....	65

3.7 Data Analysis.....	66
3.8 Transferability	69
3.9 Interview Questions.....	69
CHAPTER FOUR: RESULTS	71
4.1 Participants	71
4.2 Findings.....	75
4.3 Displacement	76
Theme 1: Hardship	77
Theme 2: Awareness.....	81
Theme 3: Discrimination.....	87
Theme 4: Trauma	92
4.4 Education	99
Theme 1: Interruption.....	100
Theme 2: High family expectations.....	103
4.5 Economic Prosperity.....	110
Theme 1: Resilience.....	110
Theme 2: Impact of displacement on parenting	116
4.6 Participant Reflections.....	120
4.7 Researcher Reflections.....	122

CHAPTER FIVE: DISCUSSION AND CONCLUSION	125
5.1 Discussion	125
Research Question 1	126
Research Question 2	132
5.2 Implications	137
5.3 Strengths and Limitations.....	139
5.4 Recommendations.....	142
5.5 Conclusion	145
APPENDIX	146
Appendix A: Participant Recruitment Form.....	146
Appendix B: Informed Participant Consent Form	148
Appendix C: Translator Recruitment Form	152
Appendix D: Interview Questions.....	154
Appendix E: Questionnaire	157
Appendix F: “The law on social protection of IDPs” Decree	162
Appendix G: “The law on the status of refugees and IDPs” Decree	170
BIBLIOGRAPHY	185
CURRICULUM VITAE	211

LIST OF TABLES

Table 1. Access by IDPs to housing, 2009	5
Table 2. Poverty headcounts for IDPs by accommodation type, 2008	7
Table 3. Concentration of refugees and IDPs in Azerbaijan by city, 2009	35
Table 4. Source of main income, 2008	45
Table 5. Poverty rates by educational level	46
Table 6. Participant demographics	73
Table 7. Life before displacement	73
Table 8. Life during displacement	74
Table 9. Life after displacement	75
Table 10. Identification of themes	76

LIST OF FIGURES

Figure 1. Living conditions of refugees and IDPs living in railway cars.....	6
Figure 2. First pictures of Khojaly Massacre taken by Chingiz Mustafayev	21
Figure 3. Earnings Ratio by Educational Level.....	47

ABBREVIATIONS AND ACRONYMS

- AMSSW** = Azerbaijan Monitoring Survey for Social Welfare
- ICRC** = International Committee of the Red Cross
- IDMC** = Internal Displacement Monitoring Center
- IDP** = Internally Displaced Persons
- IMF** = International Monetary Fund
- IOM** = International Organization for Migration
- IRB** = Institutional Review Board
- LSMS** = Living Standards Measurement Study
- NGO** = Non-governmental organization
- NKAO** = Nagorno Karabakh Autonomous Oblast (Azerbaijan)
- NRC** = Norwegian Refugee Council
- UN** = United Nations
- UNGA** = United Nations General Assembly
- UNHCR** = United Nations High Commissioner for Refugees
- UNICEF** = United Nations International Children's Emergency Fund
- UNSC** = United Nations Security Council
- WB** = World Bank
- WHO** = World Health Organization

CHAPTER ONE: INTRODUCTION

1.1 Background

The events that led to the First Karabakh War began in the Armenian city of Kafan and Mehri at the end of 1987 when its sizable ethnic Azerbaijani population was subject to brutal beatings and forcible expulsion. In 1988, inter-ethnic atrocities spilled over to Azerbaijani cities of Khankendi, Baku, and Sumqayit, when two Azerbaijani youths were shot and killed – Bakhtiyar Uliyev, 16, and Ali Hajiyev, 23 (Babanly, 2012b; De Waal, 2003; Barringer & Keller, 1988).

One-sided ethnic animosity continued when an Azerbaijani relief airplane was shot down as it was bringing aid relief in the wake of the earthquake in Armenia in 1988 (Taubman, 1988). All but one of its 77 passengers died. As the Soviet Union was beginning to crumble, Armenia doubled down its efforts to annex portions of the Karabakh region (including its capital Khankendi) that had the majority 75% Armenian population to Armenia Soviet Socialist Republic (SSR), while continuing to ethnically cleanse Azerbaijanis from Armenia as well (Babanly, 2012b).

Ethnic hatred continued into February 1990 as the number of massacres, public beatings, deportations, torture, and destruction of public property

multiplied when the entire Azerbaijani villages of Karkijahan, Kosalar, Meshali (where a 14-year-old boy was burned alive in a school in December 1991), Jamilli, Malibeyli, Gushchular, and Garadaghly, burned to the ground and 140 civilians killed within two months (Heydarov, 2014, p. 47). The systematic anti-Azerbaijani atrocities committed by the Armenian military in Azerbaijan's Karabakh region preceded the Khojaly Massacre on February 26, 1992, when 613 people, including 63 children, were slaughtered with extreme brutality and bodies despicably mutilated in a single day to rid the city of its Azerbaijani residents (Babanly, 2012b). The already blockaded town of Khojaly was being starved after the Armenian army shot down an Azerbaijani supplies helicopter from the city of Agdam to Shusha on January 28, 1992 (Babanly, 2012b).

International media, such as Boston Globe (Quinn-Judge, 1992), New York Times (Reuters, 1992, p. A3), Newsweek (Privat, 1992), Washington Post (Goltz, 1992a), The Washington Times (Killen, 1992), Time (Smolowe, 1992), etc. all widely covered the massacre in February and March 1992 with utter disbelief. The commander of the Armenian military forces at the time that later became the President, Serzh Sargsyan, boasted, "Before Khojaly, the Azerbaijanis thought that they were joking with us, they thought that the Armenians were people who could not raise their hand against the civilian population. We were able to break

that stereotype” (De Waal, 2003, p. 172). None of the masterminds of the atrocities, including Sargsyan, were ever brought to justice.

The fervent desire to annex the Azerbaijani Nagorno-Karabakh Autonomous Oblast (province) to Armenia soon spiraled into a full-blown war. Azerbaijan, lacking weaponry and capacity, and with the Russian 366th motorized infantry regiment helping Armenia, soon lost around 20% of its territory, displaced close to one million Azerbaijanis from their homes (1 in 10 became displaced), and killed 20,000 Azerbaijanis (UNHCR, 1996; De Waal, 2021). Around 250,000 Azerbaijanis became refugees forced out of Armenia and 680,000 IDPs from the Karabakh region in western Azerbaijan (Human Rights Watch, 1994, p. 6).

The majority of IDPs came from the 7 additional districts the Armenian military captured that had historically an ethnic Azerbaijani-majority population, but that the Armenian troops claimed as a ‘buffer zone’ and a bargaining chip at the negotiating table. Among close to one million displaced Azerbaijani refugees and IDPs from both countries were also a large number of diverse Azerbaijani minorities, including the Jews, Kurds, Russians, Meskhetai Turks, Kazakhs, and people from North Caucasian minority ethnicities (Babanly, 2012a). For nearly 30

years, Armenia ignored four United Nations Resolutions 822, 853, 874 and 884, reaffirming the territorial integrity of Azerbaijan and demanding Armenia to immediately and unconditionally withdraw its troops from around 20% of occupied Azerbaijani lands and allow the displaced to return to their lands (United Nations, 2019).

The forced displacement of nearly one million refugees and IDPs hit Azerbaijan in multiple waves and caused a significant strain on its economy and resources in the wake of the collapse of the USSR. The first wave of around 250,000 Azerbaijani refugees came from Armenia in 1988-89 (UNHCR, 2009; Redmond, 1994), then 40,000 Azerbaijani IDPs fled the Azerbaijani city of Shusha and over 60,000 IDPs fled the Azerbaijani district of Lachin in 1992 (Gureyeva-Aliyeva & Huseynov, 2011, p. 5). The biggest IDP wave came in 1993-94 when over 600,000 Azerbaijanis fled the six surrounding Azerbaijani districts that fell under Armenian offensive in quick succession. Thousands of civilians living along the Azerbaijani-Armenian border but away from the area of conflict also had to flee for safety reasons, though the majority have since returned (Gureyeva-Aliyeva & Huseynov, 2011, p. 5).

At the height of the First Karabakh War in 1994, one in ten Azerbaijanis (10%) became displaced within the country (Gureyeva-Aliyeva & Huseynov, 2011, p. 5). To cope with the constant influx of refugees and IDPs, they were put in overcrowded refugee camps, temporary settlements, tent cities, rundown schools, dilapidated public buildings, railway wagons, and farms, and lacked severe access to basic living necessities. In addition, 700 medical institutions, 600 schools, 250 nursery schools, 65 technical colleges, and 2 higher education institutions were destroyed during the conflict, forcibly displacing K-12 students from their homes, and severely impacting their education.

Table 1: Access by IDPs to housing, 2009

Accommodation type	Percentage of IDP population	Number of IDP
Collective centers	33.0	199,073
Houses and apartments	27.0	162,878
Temporary shelters	15.0	90,488
New settlements	12.5	75,500
With relatives	12.5	75,500

Source: State Committee on Refugees and IDPs 2009, as cited in UNHCR 2009.¹¹

Of the 111,043 children under the age of 5, only 8,300 attended preschool, with the majority dropping out of school entirely and 20% becoming illiterate. Those that were able to enroll in schools throughout the country found low academic standards, lack of resources and qualified teachers (Gureyeva-Aliyeva & Huseynov, 2011, p. 24; UNHCR, 2009), deteriorating school buildings, and the under-the-table system of paying for grades was prevalent. Many girls had to

stop their schooling entirely to help with family finances and household chores, and consequently were married off early (Gureyeva-Aliyeva & Huseynov, 2011, p. 24).

According to the 2011 World Bank study, 42.5% of IDPs lived in single room accommodations compared to 9.1% of non-IDP populations, with twice less living space of 387 sq. feet compared to 796 sq. feet (World Bank, 2011, p. 43). 260,000 adults of working age were suddenly unable to find work. Fertility rates kept plummeting until 1998 and the country's population declined by about 22%. Work inactivity rates among the displaced population was 54.3% compared to 36.2% among the general population.

Newborn mortality among the refugee and IDP population was 6-8 times higher than in the rest of the country. In addition, the mental health trauma of having lived through the atrocities and the stigma surrounding the mental state of mind deterred many displaced people from seeking professional help (IDMC, 2010a, p.



Figure 1: Living conditions of refugees and IDPs living in railway cars

56; Ismayilov & Ismayilov, 2002).

Almost a decade later, the IMF (International Monetary Fund) conducted a Household Budget Survey (HBS) in 2002, which estimated that the poverty rate in Azerbaijan was 46.7%, with 8.8% living in extreme poverty (State Statistical Committee of the Republic of Azerbaijan, 2001). Because no annual surveys targeting refugees and IDPs were given at regular intervals, there was a serious deficiency in reporting on the living standards of the two groups. Families whose heads of households had limited higher education due to trauma or interrupted education continued to live in poverty for longer periods of time (IMF, 2004, p. 3-4).

Percentage of IDP population living in poverty (2008)	
Houses/apartments	35.2
Temporary shelters	34.0
Collective centers	18.4
Newly built settlements	20.7
Living with relatives	32.5

Source: World Bank, 2008 LSMS

Thirteen years after the signing of the ceasefire in 1994, IDP camps were finally taken down in 2007 as the majority of the IDPs and refugees that were initially put up in railway cars, IDP camps, temporary shelters, public buildings, or dormitories found long-term housing. However, Azerbaijani refugees from Armenia were able to access more resources than Azerbaijani IDPs from

Azerbaijan. Hence, inequitable distribution of aid went to the refugees rather than IDPs (Gureyeva-Aliyeva & Huseynov, 2011, p. 6).

In addition, social marginalization of both the IDP and refugee communities emerged as the non-IDP population felt that the preferential treatment of the displaced people was unfairly better than their own situations. State and NGO help was also inconsistent within the refugee and IDP groups, with some communities getting more and others less assistance. The case-by-case decision to provide aid relief failed to be streamlined and resulted in inequitable distribution of resources to displaced groups across the board (Gureyeva-Aliyeva & Huseynov, 2011, p. 6). Those with financial means immigrated to Russia, Turkey, Iran, or the United States, or moved in with their relatives to cities across the country.

1.2 Problem Statement

It is estimated that approximately 600 schools, 250 nursery schools, 65 technical colleges and 2 universities were destroyed during the First Karabakh War (Ismayilov & Ismayilov, 2002). As a result, over 210,000 school-aged children were unable to continue their education. Of the 111,043 children until age 5, only 8,300 (7.5%) were registered as attending preschool. Unsurprisingly,

about 20% of school-aged, displaced children were considered illiterate (Gureyeva-Aliyeva & Huseynov, 2011, p. 24).

Over one thousand educational institutions were destroyed, with 131,000 students becoming IDPs (Internally Displaced Persons) during the First Karabakh War. Those that remained (kindergartens and primary schools) were temporarily converted into housing for the displaced. Statistics show that around 90,000 children were out of school and never enrolled, with 41 percent of school-aged children not yet enrolling in their first year of schooling. The biggest deterrent for these children from attending school were financial considerations. School uniforms, supplies, backpacks, and informal payments for building maintenance and teacher gifts were among the biggest reasons for nonattendance (IDMC, 2010).

Although the minimum working age in Azerbaijan is 15, due to economic hardship after the fall of the Soviet Union and the sudden displacement of close to one million refugees and IDPs, girls as early as 14 began dropping out of school either to work to support their families or were married off early to alleviate the burden of poverty on their families. In addition, studies show that only 2% of girls in early marriages continued their education (IDMC, 2010b;

UNICEF, 2009). Unfortunately, proper mechanisms were not yet in place in the mid-1990s to properly document and monitor cases of child labor and underage marriages (UNHCR, 2009).

There was little difference in school attendance rates between girls and boys and IDPs and non-IDPs. However, those living in rural and more isolated settlements were more hindered in their access to education due to the need to travel longer distances to get to school facilities (Gureyeva-Aliyeva & Huseynov, 2011, p. 25). This, in turn, had increased the prevalence of students dropping out before graduation in search of gainful employment and early marriage by adolescent girls (UNHCR, 2009).

1.3 Purpose of the Study

The First Karabakh War in 1988-94 forced the displacement of one million Azerbaijani refugees from Armenia (250,000) and IDPs within Azerbaijan (660,000), inflicting undue hardship on school-aged children in particular. Notably, only the children of male refugees and IDPs inherited their father's displaced status, hence counted in the overall statistics of the displaced population in Azerbaijan (IDMC, 2009, p. 70). The children of female refugees and IDPs that married local men were not classified as displaced in official

statistics since in Azerbaijani culture the females marrying into the male's family get registered at the husband's residence. Consequently, the actual number of Azerbaijani refugees and IDPs fleeing from Armenia and conflict areas from within Azerbaijan could be well over one million people (Gureyeva-Aliyeva & Huseynov, 2011, p. 27; IDMC, 2009, p. 70).

The purpose of this qualitative narrative research study was to explore how the protracted 30-year ethno-territorial occupation of around 20% of Azerbaijani lands by Armenian armed forces affected the educational experience of displaced Azerbaijani children, who are now adults, during and after the First Karabakh War in 1988-94. It also examined the extent it had influenced (e.g., allowed, prevented, or complicated) their full economic integration into society as adults. Given the lack of in-depth personal narratives that focus on the topic, this work will contribute to the body of scholarly research by raising awareness of the plight of displaced Azerbaijanis who experienced interrupted education and economic instability as school-aged children during and after the First Karabakh War in 1988-94 (Creswell, 2018, p. 170).

The terms *human capital accumulation* and *economic prosperity* are used interchangeably in this study and both refer to the acquisition of employable

skills and successful economic integration into the job market in adulthood. The term *economic outcomes* is used to indicate desired job market outcomes that the participants were able to achieve despite displacement and interrupted education.

1.4 Theoretical Framework

Clandinin (2013) noted that “the focus of narrative inquiry is not only valorizing individuals’ experience but is also an exploration of the social, cultural, familial, linguistic, and institutional narratives within which individual experiences were, and are, constituted, shaped, expressed and enacted” (p. 18). In order to best understand the interconnectedness of the various elements in participants’ lived experiences, three conceptual frameworks were used in this study: Creswell’s Social Constructivism (2018), Clandinin and Connelly’s Three-Dimensional Narrative Inquiry Space (2018), and Tomasevski’s 4 A’s framework (2001).

Social Constructivism acted as the umbrella framework to understand the wholesome nature of participants and the shaping of various elements of their lived experiences through life events that took place. It encourages individuals to make sense of the world in which they live (Creswell, 2018, p. 51). Participants

develop subjective meanings of their experiences and strive to recognize their complexities in shaping personal interests, attitudes, thoughts, and beliefs. Oftentimes, these meanings are formed through our interaction with the others, hence the importance of recognizing the 'social' nature of the framework.

In order to provide a wholesome historical context to participant narratives, first identified by Dewey (1938), Clandinin and Connelly's Three-Dimensional Narrative Inquiry Space was applied (2000, p. 50). It includes the personal and social element (or *Interaction*); past, present, and future (or *Continuity*); and place (or the *Situation*). The intersectionality of time, place, and space represents a set of experiences with both inward and outward retrospection; past, present, and future opportunities; and their connection to a physical environment (Connelly and Clandinin, 2006).

Last, Tomasevski's 4 A's framework was used to explain the relationship between life histories and educational journeys. Tomasevski (2001) classifies a refugee child's right to education through 4 A's: (1) Availability of Education, (2) Accessibility of Education, (3) Acceptability of Education, and (4) Adaptability of Education. Availability of Education refers to the infrastructure and qualified educators available to address the needs of children's education (Tomasevski,

2001). Accessibility of Education entails ease of access to various resources, as well as the removal of hindrances that present themselves in the form of government and NGO policies and other implementation strategies (Tomasevski, 2001). Acceptability of Education highlights appropriate knowledge that prepares refugee children for future sustainable development (Tomasevski, 2001). Adaptability of Education focuses on the flexible education system that best addresses the ever-changing needs of the children (Tomasevski, 2001).

1.5 Research Questions

Barritt (1986) states that by increasing awareness and creating dialogue on the issue being studied, research can bring deeper understanding to those who are not yet familiar with the subject matter. As a result, this newfound insight might lead to the advancement of the problem in practice by encouraging other researchers to study the issue — the effects of this frozen conflict on the displaced Azerbaijani population. This sentiment was the biggest motivating factor in determining the research questions that guided my study. Two main research questions for this study are the following:

1. *What was the educational journey of Azerbaijani refugee and displaced children during and after the First Karabakh War?*
2. *How did the educational journey affect their economic outcomes in adulthood?*

1.6 Focus of the Study

Extensive studies on worldwide displacement and refugee experiences have been and continue to be conducted by think tanks (Kengerlinsky, 2004), academic research centers (Johns Hopkins University, 2013), and government departments (MFA Azerbaijan, 2017). Leading international non-governmental organizations such as the World Bank (Holtzman & Nezam, 2004), Human Rights Watch (HRW, 1992), UNHRC (UNHCR, 2009), IMDC (IDMC, 2009), and Amnesty International (AI, 1992) have published extensive reports on the First Karabakh War in 1990s, providing the bulk of knowledge of what we know about the ethno-territorial conflict in Nagorno-Karabakh, Azerbaijan, 30 years ago. Although the majority of the reports focused on statistical figures, humanitarian aid, protection programs, or economic assistance provided, little information is available on the long-term impact of conflict on students' education (Bragin & Opiro, 2012; O'Malley, 2010, p. 99).

This dissertation explored the effects of the First Karabakh War on Azerbaijani children's education journeys (now adults), their lived experiences during the war and exile, endured hardship and trauma, and how the 30-year prolonged displacement impacted their economic opportunities in adulthood. The narrative research study also explored the various elements that the

participants believe played an instrumental role in their successful economic transition into adulthood despite the displacement, limited opportunities, and trauma, to better understand how stakeholders can best support the most vulnerable population during conflict and prolonged displacement.

1.7 Significance

Just like the global refugee population, the number of internally displaced persons (IDPs) in the world only increases each year. In 2018, approximately 41 million people worldwide were displaced due to conflict, natural disaster, instability, climate change, abuse, persecution, or poverty. That number includes 17 million children that were forcibly displaced within their own countries. In addition, over 13 million were child refugees and asylum seekers, and 7 million children were displaced due to conflict and violence (UNICEF, 2018). Furthermore, around one million children are estimated to have been born into a refugee life between 2018 and 2020 (UNHCR, 2020a).

The future of any country depends on robust development and investment in its children. Shockingly, only 50% of displaced children worldwide were enrolled in primary school and 25% in secondary school. Decades-long protracted conflicts (like the First Karabakh War in 1988-94 that ended in November 2020) have interrupted the education of over 75 million children

worldwide aged 3-18. Displaced children are also five times more likely to be out of school than non-displaced children (UNICEF, 2020). When education is interrupted, children may become vulnerable to exploitation (Ressler et al., 1993), child labor (Rodriguez & Sanchez, 2008), trafficking, disease and malnutrition (Ressler et al., 1993), social isolation, and even extremist doctrines (Hossain, 2021, p. 105; ISSOP Migration Working Group, 2017).

Research on labor and development economics of refugee and internally displaced children are too limited in number to draw any meaningful conclusions (Verne, 2017, p. 6). A search in the ERIC database (Education Resources Information Center), a database of indexed education literature, yielded 3 results for 'displaced children integration' and 57 results for 'refugee children integration'. It also yielded 51 results for 'refugee children economy' and 5 results for 'displaced children economy.' Unfortunately, due to the lack of reliable information on welfare economics of the displaced population, impactful data-driven policymaking decisions are hard to implement (UNICEF, 2020). Likewise, a search in the SSRN database (Social Sciences Research Network), a database of indexed social sciences literature, yielded 6 results, 20 results, 6 results, and 1 result for the same keywords.

1.8 Rationale

The United Nations Convention on the Rights of the Child, Universal Declaration of Human Rights, Declaration of the Rights of the Child, and the Geneva Convention have all codified articles or principles to grant universal rights and protections to children (Ressler et al., 1993), including the right to education (UNICEF, n.d.). Because education is a necessary element in developing a healthy society, it cannot only be relegated to peaceful times.

By exploring how the First Karabakh War in 1988-94 Azerbaijan affected the children's educational journey, the study aimed to find common factors that contributed to the participants' successful economic integration into the labor market as adults 30 years later. Hence, their access to everyday resources, health services, and equitable schooling was explored to assess whether they were able to bridge the equity gap between the displaced children and the non-displaced children population.

Various aid and data collection efforts conducted by international organizations, such as the UN International Children's Emergency Fund (UNICEF) and World Bank (WB), were also mentioned in terms of their humanitarian impact in helping the displaced groups access vital resources in

their new communities. Most importantly, by exploring how the displaced children were affected by the ethno-territorial war in Azerbaijan and how it had influenced those children in adulthood 30 years later, we may identify which programs and resources could be further investigated for their efficacy in combating the problem of children displacement and interrupted education during the times of war in other parts of the world.

1.9 Plan of Inquiry

The qualitative narrative study was conducted over winter-spring 2023 to allow for data gathering and analysis. Qualitative data collection included information gathered from three IDPs who were K–12 school-aged students at the time of the war through semi-structured interviews held over two separate sessions over Zoom, a demographic questionnaire sent after the main interview, and personal artifacts shared by the participants. Interview questions were shared with the participants prior to the first interview to facilitate reflection on lived experiences.

The data was then analyzed to determine common themes between resources provided, schooling experience, and the integration of the displaced children (now adults) into today's economy. The study planned to identify

shared elements between the multiple narratives through a socioeconomic lens, by exploring educational, economic, social, cultural, and historical frameworks of the displaced experience.

The questionnaire (detailed in Section 3.3) included questions about the participants and their parents' household finances and employment during their time of displacement and now, current demographic information, living conditions in 1990s and now, their parents and their education level, consumption and expenditures, and health and experienced trauma, if any. To ensure the safety and confidentiality of all participants, they were given an opportunity to use a pseudonym instead of using their real name. All interviews were conducted at a quiet place to ensure privacy.

1.10 Researcher Reflexivity

I was born in 1987 and raised in Baku, Azerbaijan, during turbulent times of grief, political instability, and unrest, as the Soviet Union fell in 1991 and the refugee and internally displaced Azerbaijani population suddenly exploded due to the ongoing First Karabakh War. Growing up in the capital Baku, I was sheltered by my family from hypersensitive political discussions happening in the country about the war. I grew up feeling the tensions and frustration around

me, but did not fully comprehend the gravity of the political, economic, and educational situation until much later in life.

Growing up, I became competitive at chess and began representing the Azerbaijani National team at age 11. There were three girls in my circuit who were displaced from the captured cities of Agdam and Fuzuli. The father of my fourth competitor

(photographed in Figure 2), who I later learned happened to be my mother's elementary school



Figure 2: First pictures of Khojaly Massacre taken by Chingiz Mustafayev

classmate from their hometown city of Ganja, became the face of a famous picture taken one day after the Khojaly Massacre in 1992, documenting the mutilated bodies of innocent Azerbaijani civilians.

After I immigrated with my family to the United States in 8th grade in 2000, I befriended the affected population in my later teenage years after becoming mentally prepared and more comfortable openly talking about the conflict. However, the topic of displacement and exile was still extremely sensitive and

rarely discussed. Even though I was never directly affected by the war, the First Karabakh War (and the Second Karabakh War of 2020, where Azerbaijan reclaimed much of its occupied territory), the loss of almost 20% of Azerbaijani lands and 25,000 Azerbaijanis, as well as a huge humanitarian catastrophe the country suddenly found itself in is deeply ingrained in Azerbaijani people's collective identity and spirit. The plight of one million refugees and displaced persons, as well as around 4,000 Azerbaijanis still missing to this day, has deeply affected the entire nation, and heavily weighed down on our conscience.

As a current K-8 educator and researcher of human capital accumulation, I am motivated to understand the complex dynamic between displacement, education, and economic prosperity – not to interpret the phenomena as being something new but rather to build knowledge of what educational events during war and displacement can positively contribute to future economic success. In addition, I want to investigate whether any participants eventually enjoyed economic stability as adults despite displacement and the uncertainties that were brought upon by the First Karabakh War from their young years.

The collective pain I feel about the suffering of my fellow countrymen and the desire to honor the stories of young Azerbaijani children encouraged me to

raise awareness of this conflict. Despite my shared Azerbaijani identity and heritage with the participants, I wasn't directly impacted by the war and have no direct ties to those affected by it. Therefore, I had to acknowledge that my beliefs, feelings, opinions, attitudes, assumptions and biases of and about this conflict were my own and did not reflect the narratives of my participants. As a result, I decided to keep a reflective journal to document my reactions before and after each interaction with the participants, ensuring utmost impartiality with the participant and their lived experiences.

1.11 Assumptions and Biases

Before beginning data collection, the researcher identified a couple of assumptions that addressed both the participants and the researcher.

Assumptions about participants included that they: (1) were negatively impacted by displacement and interrupted education in terms of current income and standing in society; (2) would provide honest answers despite the difficulty of the question; (3) would be fully invested in the study. Researcher assumptions included that: (1) the researcher would be unaffected by the firsthand accounts; and (2) common elements of 'success' could be identified from participant narratives.

The researcher has identified a number of potential biases that could manifest themselves during the study. They are: (1) *confirmation bias*, where the data and findings could be misinterpreted to fit researcher assumptions; and (2) *participant selection bias*, where certain participants are picked to participate despite not having information-rich stories. In order to address these assumptions and biases, the researcher bracketed them by using self-reflective journaling (Ahern, 1999) to ensure utmost impartiality during participant recruitment, data collection and analysis.

1.12 Definition of Terms

The following terms were utilized in this study:

- **Human Capital Accumulation** – the knowledge, skills, and health that people accumulate throughout their lives, enabling them to realize their potential as productive members of society (The World Bank, n.d. -b)
- **Internally Displaced Persons (IDPs)** – persons or groups of persons who have been forced to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized

border (OHCHR, n.d.)

- **Refugee** – a person who has fled war, violence, conflict or persecution and has crossed international borders to find safety in another country (UNHCR, n.d.

-b)

- **Livelihood** – a way of earning money in order to live (Britannica, n.d.)

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Azerbaijan: Historical context

Azerbaijani national identity leading up to the First Karabakh War (1988-1994) was different than it is now. After the Russian Red Army invaded the country and overthrew the two-year-old independently elected democratic government in 1920, Azerbaijan was forcibly integrated into the Communist Soviet Union with fourteen other regional countries (Heyat, 2002). As part of the USSR for the next 71 years (Azerbaijan, n.d.), Sovietization of Azerbaijan had drastically changed the direction of the country in all aspects of life. The country began straying away from its Perso-Turkic and Muslim roots, and moving towards the secular Russian sphere of influence (Heyat, 2002). The new hybrid national identity emerged from the fusion of conflicting ideologies and a multitude of linguistic and cultural changes that happened in a short amount of time.

The Communist Soviet ideology had two official social classes within its borders — the peasants and the working class; however, it was the third class that ruled the country — the intelligentsia (Heyat, 2002). Consisting of a highly influential and upwardly mobile group of individuals, which were considered

the *ruling elite*, the members of the intelligentsia have risen up in ranks through education, professional status, and absolute loyalty to the party (Hegedus, 1977; Inkeles, 1960).

The Soviet system prioritized educating the masses. Internally, Russian language, education, and culture was touted as the most advanced in the international theater at the time, and, hence, to be followed over the local Azerbaijani one. Further encouraging bonding among the various nationalities through the common Russian language, local cultural identities took a back seat. Precollege level native-language education was not only discouraged, but hard to access. In the capital Baku, especially, elementary schools teaching in Azerbaijani language were located far from the residences of local elite, relegating them to the everyday citizenry (*Topkhana obretaet pervozdannyyi vid*, 1988).

Consequently, the adoption of the Russian language as the primary language of communication became indispensable to upward social mobility, with the elite employing the highest degree of Russification. The 1979 census in Soviet Azerbaijan showed that about 28 percent of Azerbaijani population considered Russian their second language. Fewer than 10 percent of the rural

population, however, spoke Russian (Shatalin, 1988).

In general, throughout the Soviet Union, the people in rural Azerbaijan were better able to retain their traditional ethnic and cultural social norms and customs, embracing the Soviet way of life to a much lesser extent than those residing in the capital Baku. They tended to have larger families, host more traditional weddings and circumcision celebrations, and lived in multi-generational households – all customs of a distinct Azerbaijani identity (Heyat, 2002). Interestingly, because the Soviet Union expedited modernization and advancement in all areas of industry, modern Azerbaijanis feel uniquely superior to their fellow Turkic brethren in Turkey and Iran.

2.2 Education in Azerbaijani SSR

The spread of heavily Russified colonial ideas into the vast Soviet empire spanning fifteen countries also permeated itself in local education systems. Trying to create social cohesion and inter-ethnic tolerance through a unified Soviet identity while navigating the intricate landscape of distinct ethno-national identities, Russian authorities created a second and parallel schooling system entirely in Russian. Wanting to root out any pan-Turkic or pan-Islamic influences (a direct suppression of 65 million people comprising six out of 15 union

countries) and nationalistic tendencies through unity and secularization methods, these schools experienced a clash between those that embraced the new hybrid identities and those that desperately wanted to retain their unique elements (Dneprov, 1991).

With funding provided by Moscow, there was an equitable distribution of resources and educational materials. Teachers enjoyed a higher specialized training and fairness of accreditation following professional standards. In addition, there was an ingrained inclusion of cultural minorities in all aspects of life and schooling, with the upholding of high professional academic standards at every level of the education system (Heyneman, 1987).

Azerbaijan has used four different alphabets in the last 71 years of being under Soviet rule. It used the Arabic script until 1926, then the Latin alphabet between 1926-1939, then the Russian Cyrillic alphabet from 1939-1991, and returned to a modified Latin alphabet after the fall of the Soviet Union in December 1991 (Ergun 2010). It was very common to meet different generational members of the same family living in the same household who were all comfortable reading and writing using different alphabets (Swietochowski, 1991, 2002).

When the fourth and final iteration of the alphabet was codified after 1991, the sudden change created difficulties that hit the older generation the most. Unable to adapt to a quickly changing linguistic landscape, they were the first to be marginalized. Those residing on the outskirts of the capital Baku and in remote villages were also negatively affected by the slow adaptation of a unified language. Because of the tiered stratification system that was widely established during the Soviet regime, especially in terms of education, innovation and modernity was concentrated in the capital Baku, only sluggishly trickling outside. It was generally accepted that the further away from the city one would get, the more 'backward' the culture and people would be (Atkin, 1980, p. 73). That is how a distinctly modern versus rural identity and Baku versus village identity permeated the way of life throughout the decades (Khazanov, 1995, p. 12).

2.3 Education in post-1991 Azerbaijan

The Soviet Union's educational system provided purpose and opportunities to its citizens for over 70 years. It encouraged equality, achievement, and self-sacrifice for the greater good of the entire nation. By the 1970s, enrollment and gender parity in state-sponsored secular education systems had been resoundingly achieved through collectivist ethos. However, by 1980s, the system began showing its cracks as countries began displaying greater

ethnonationalist aspirations (Berryman, 2000). Consequently, when USSR collapsed in 1991 and the First Karabakh War escalated in its waning years, the population suddenly found itself without a greater purpose. As a result, educational outcomes were questioned, and the sense of national identity and social cohesion were shaken (Silova, 2007, p. 5).

Azerbaijan's economic collapse after the fall of the Soviet Union in 1991 only exacerbated educational opportunities for the youth that were already marginalized due to lack of equitable access to education and economy. For example, while the country estimated that 50% of its population were ages 0-24 (UNICEF ICDC, 1999), 49.3% of out-of-school youth ages 15-24 were unemployed (UNICEF ICDC, 2002). Consequently, by 2001 the political instability increased poverty to 60% (UNDP, 2001). In addition, the closure of many secondary and vocational training programs forced those already marginalized students to drop out en masse, especially in rural and mountainous regions (Silova, 2007, p. 4).

Political fragmentation post-independence; the economic, territorial, and humanitarian turmoil from the First Karabakh War; and the general pessimistic sentiment prevailing in Azerbaijan at the time, all foreshadowed a drastic

educational deterioration. Blaming the forces in a newly developing market economy, state officials were quick to abdicate any professional responsibility and put all the burden of educational financing to weak municipalities and local officials (Steiner-Khamsi, 2004). Experiencing a short supply of paper for textbooks, meager teacher salaries that were chronically late, and lack of basic school infrastructure (facilities, plumbing, heating, hot water, etc.), especially in the rural areas, only pushed the country further into a massive economic decline and social stagnation (Asian Development Bank, 2019b, p. 13; Gureyeva-Aliyeva & Huseynov, 2011, p. 25; IDMC, 2010b; Azerbaijan State Statistical Committee, 2005).

Loss of educational subsidies from Moscow, coupled with a decline in GDP and local currency, contributed to the plummeting of national salaries. By 2000, the expenditure of GDP on education fell by one-half. Massive wartime expenses and costs of resettlement of around one million displaced Azerbaijani had further put a strain on the national budget (OECD, 2003). All of a sudden, maintaining academic achievements gained during Soviet times became an elusive dream. As a result, the opportunity cost of formal education rose drastically higher than anticipated, making the educational experience both painful and unaffordable (Berryman, 2000).

The evolution of society towards a consumerist mentality, along with various forms of educational deterioration has been slowly eroding the professional capacity and legitimacy of the local education system (Silova et al., 2007). This, in turn, has pushed those families with more rigorous academic aspirations for their children to hire private tutors, enroll their children in afterschool activities, pay for university tuition, and send their children abroad either for temporary studies or permanent emigration (Heyneman et al., 2006). A survey conducted by the Open Society Institute in 2005-6 revealed that over 90 percent of surveyed Azerbaijani students have resorted to private tutors and preparatory courses (Silova et al., 2006).

The degradation of Soviet-era educational infrastructure ushered in a sharp decrease in education expenditures post-1991. The consequent drop in student attendance, enrollment, and retention coupled with the erosion of professional credibility and capacity signaled a dire need to reform the national education system (UNDP, 2000a, p. 19). In its 2003 analysis report, the World Bank evaluated that education system inefficiencies have negatively affected school preparedness of children, school dropout before graduation, chronic absenteeism and nonattendance, inability to pay for uniforms and textbooks, lack of insufficient supplies, high direct costs associated with education, foregoing of

income, and absence of qualified teachers, and the country was in dire need of systemic reforms (Gureyeva-Aliyeva & Huseynov, 2011, p. 24; UNHCR, 2009; World Bank, 2003).

2.4 Economy and displacement in post-1991 Azerbaijan

With nearly 20,000 Azerbaijani deaths (Najafizadeh, 2003, p. 293), 240,000 disabled, around one million refugees, and the loss of nearly 20 percent of Azerbaijani territory, the estimated damage to the infrastructure and domestic economy stood at \$53.5 billion (Najafizadeh, 2003, p. 293; Nagiyev, 2000). Of the around one million refugees and displaced people in Azerbaijan during and after the First Karabakh War, approximately 49.5% of them were children. An estimated 15 percent of children were ages 0–6 years, and 21.6 percent were between the ages of 6–15 years. In addition, around 4.5 percent of displaced households had a disabled members of the family (UNDP, 2000a, p. 53). The priority at the time was the short-term settlement of the refugees and IDPs, and creation of pathways for long-term integration once the war was over.

IDPs were settled in 76 administrative districts of Azerbaijan. At the height of the First Karabakh War, IDPs were settled in 12 camps in the south of the country. By 2002, the government began construction of more permanent

settlements to house the displaced population; and by 2007, all the temporary tent camps were demolished (UNHCR, 2009, p. 10). The majority of the displaced population were from an

Table 3: Concentration of refugees and IDPs in Azerbaijan by city, 2009

City/Region	Number of IDPs
Baku	176,430
Fuzuli	65,099
Sumgait	44,878
Aghdam	38,874
Barda	33,842
Mingachevir	20,021
Lachin Winter Grounds in Agjabedi	17,211
Gandja	15,653
Beylagan	15,624
Agjabedi	15,588
Terter	15,326
Absheron	13,277
Bilasuvar	12,117
Yevlakh	11,786

Total Number of IDPs in Azerbaijan: 603,251 Source: UNHCR, 2009

agricultural background, with only a basic elementary or secondary education. Those from rural backgrounds tended to have less formal education and skills than those from urban and well-off areas of the country (UNHCR, 2009, p. 10).

Post-Soviet privatization has hit women the hardest, further dividing roles and jobs in society by gender, ex. teaching, health care, and social work becoming the domain of females. Unfortunately, these sectors were also the ones that saw salaries plummet overnight, with little mobility in the prospects (UNICEF, 1999, p. 77). There was a drastic reduction of protections that was no longer provided by the state. Privatization of state systems eliminated free healthcare programs and restructured the education sector. Understandably, both industries representing a traditionally large number of women suffered an added economic loss through unemployment and labor shortages (Najafizadeh,

2003, p. 294).

Women tended to earn 53–70 percent of men’s earnings for comparable work. It was estimated that health care workers earned \$12 a month (even though they made up 77 percent of industry employees), while teachers earned \$28 (with 68 percent being females), firmly putting them into the lowest economic strata and at the mercy of their higher-earning male relatives. The livable wages they couldn’t earn through their salaries, they were forced to make up through the informal economy or favors through bribes (SSCAR, 2000, p. 103-8). Gender separation has also hit education, with many more low-income families choosing to send their boys to receive formal education than girls (Ibrahimbekova, 2000).

The UN Development Programme (2000) estimated that 71 percent of IDPs were women, with 60 percent living in temporary shelters, ex. tents, railway cars, or abandoned buildings. Adolescent girls among them that were married off early to improve theirs and their family’s financial standing rarely continued their education. Statistics show that only 2 percent of girls who married early continued their education, the rest considering housework as more important (UNICEF, 2009).

According to the State Committee for Refugees and IDPs, the Law on IDPs and Refugee Status passed by the Republic of Azerbaijan in 1999 enabled all displaced people the right to free accommodation, health services, social assistance, pension, primary, secondary, and university education, free public transportation, and exemption from taxes and utility payments. In addition, the law granted rights to be allocated temporary land for agricultural activity, interest-free loans, and assistance in seeking employment (Government of Azerbaijan, 1999). In all, over 300 Presidential Decrees have been issued since the end of the First Karabakh War to protect the rights of refugees and IDPs, and provide assistance to the displaced population (UNHCR, 2009).

Various UN agencies offered humanitarian assistance to Azerbaijan after the First Karabakh War, including UN Development Programme (UNDP), the World Bank (WB), International Monetary Fund (IMF), UN International Children's Emergency Fund (UNICEF), World Health Organization (WHO), Food and Agriculture Organization (FAO), International Organization for Migration (IOM), World Food Programme (WFP), International Committee of the Red Cross (ICRC), and UN Population Fund (UNFPA). In addition, a number of international non-governmental organizations (NGOs) have offered assistance and helped implement programs for the displaced, including International

Rescue Committee (IRC), Norwegian Refugee Council (NRC), the Danish Refugee Council (DRC), World Vision, and OXFAM (UNHCR, 2009).

2.5 Refugee Education 2030

In the age of globalization, when education has quickly become the most important factor of upward economic mobility, only 3.4 million of 7.1 million school-aged refugee and displaced children were enrolled in school in 2018, while more than half of them did not attend school at all. Thirty-five percent of refugee children were not attending primary school and 75% of refugee adolescents were not attending secondary school. Only 3% of tertiary refugee students were enrolled in college programs, compared to 37% of students globally. Unfortunately, the number of refugees and displaced persons due to conflict or climate change is only increasing with one individual becoming displaced every three seconds (nearly 20 per minute, 30,000 every day) (UNHCR, 2019c).

To combat this problem, the UN High Commissioner for Refugees (UNHCR) has developed a comprehensive initiative *Refugee Education 2030* (UNHCR, 2019c), which has created an action plan to address the needs of the world's most vulnerable population. In partnership with host countries, the

vision of Refugee Education 2030 is full inclusion in equitable national education systems to prepare the refugee children to become self-reliant in host communities. By fostering partnerships, encouraging development, and providing necessary financing, the mission of UNHCR is to advocate for equitable access to quality education for all displaced children. To better tackle the problem, UNHCR has created targets for primary, secondary, and tertiary students, which are tracked and compared with the official net enrollment of students in the host country. By better integrating the refugee and displaced student population into national systems and providing a safe learning environment, all learners will become self-sustainable citizens of the host country with a better future (UNHCR, 2019c, p. 6–7).

Because displaced people often falsely assume that the conflict will end soon (Verme, 2017), they end up forgoing many essential services and put their lives on hold (UNHCR, 2019c, p. 15). However, due to the protracted reality of many of today's conflicts, the displacement and lack of services become long-term. In 2018, 15.9 million refugees were living in protracted situations, making up 77% of all refugees worldwide. Of these, 5.8 million refugees were forcibly displaced due to a conflict lasting 20 or more years. 10.1 million refugees were living in protracted conflict situations of less than 10 years, with the majority of

them being Syrian refugees in Egypt, Iraq, Jordan, Lebanon and Turkey (UNHCR, 2019c, p. 10).

2.6 Turkey: Model Example

The Republic of Turkey has hosted the largest number of refugees and IDPs worldwide for eight years in a row since 2014, hosting close to four million displaced people, 92% of whom are from Syria (UNHCR, 2020a, p. 2, 8). The remaining 10% are from Afghanistan, Iran, and Iraq (UNHCR, 2019a, p. 127). Turkey is a signatory of the 1951 Refugee Convention, supporting the resettlement of refugees to a third (or ideally home) country as the best long-term solution for the displaced population who fled conflicts happening outside of Europe (UNHCR Turkey, n.d.). By 2018, 98% of Syrian refugees were living in urban areas, while the remaining 2% currently reside in 7 temporary accommodation centers (UNHCR, 2019a, p. 127).

The country has also undertaken legislative reforms by adopting a number of laws that granted special rights and protections to the refugee population. Integration programs included guaranteeing the right to equal access to education, health system, social services, and the labor market under Turkish law (UNHCR, 2020a, p. 2). The first ever asylum law passed on April 11, 2014,

the Law on Foreigners and International Protection, has aided the country in building a highly effective national asylum system in compliance with international standards (UNHCR Turkey, n.d.). It has also adopted the Syrians Under Temporary Protection (SUTP) program (World Bank, 2021) under the auspice of Temporary Protection Regulation signed on October 22, 2014 (UNHCR Turkey, n.d.). The program details the rights, obligations, and procedures for the displaced population seeking refuge and temporary protection in Turkey.

Turkey tracks student refugee status in school censuses by using *YOBIS*, or Foreign Students Information Operation System (Akyuz et al., 2018, p. 6). Developed with the partnership of United Nations Children Fund (UNICEF) and Turkey's Ministry of National Education (MoNE), *YOBIS* records and monitors the progress of Temporary Education Centers (TECs) that work with refugee children, majority of whom are Syrian, student registration, and school attendance. In fact, after its implementation in 2014, the net enrollment of Syrian children in Turkish primary schools jumped from 25% in 2014 to 83% in 2017. There was only a slight increase for the adolescents, which saw a 6% jump from 16% to 22%, indicating lack of access to education at the secondary level (Akyuz et al., 2018).

To further assimilate the Syrian refugee children population, Turkey has created a parallel education program in Arabic that incorporated 15 weekly hours of Turkish language instruction, with the eventual goal of preparing Syrian children to enter Turkish schools. The government has also mandated guidance counselors for mental and psychological health, Arabic educators for translation services, volunteer Syrian teachers for cultural and linguistic support, and teacher training support both for native and Syrian teaching staff. The holistic integration of school-aged children has seen a dramatic success with enrollment rates, increase in grades, decrease in the rate of absenteeism, and a sense of belonging (Akyuz et al., 2018).

Additionally, integrating refugee children in national education programs requires that thousands of additional teachers and educators be hired to accommodate such a big influx. Lack of staff and trained personnel, language of instruction issues, remoteness and vulnerability of certain posts, refusal to recognize refugee teacher qualifications, and the denial of residency paperwork has also greatly exacerbated the problem of teacher shortage (Mendenhall et al., 2018). That, along with lack of basic language and social instruction, insecure housing, high prevalence of poverty, lack of familial support, stereotypes and discrimination, identity crisis, mental health issues, and lack of reporting have all

impeded full integration of refugee children in their host countries (Crul et al., 2017; Essomba, 2017; Halldorsson, 2017; Dryden-Peterson, 2016; Block et al., 2014).

Temporary Education Centers (TECs) were established in 2013 with funding from UNICEF and well-wishing religious groups, with instruction being offered in Arabic. By 2015, 80% of Syrian refugee children attended said schools. To better Integrate the students and uphold educational quality, the education curriculum of TECs was standardized to follow national standards. To help transition secondary students into the labor market, programs were established to admit the students into national institutions for certified skills training, supporting 3,571 children.

In addition, Turkish government boosted the capacity of its own public service force by creating 40 e-learning training modules, deploying 500 bilingual support personnel to the areas of most need, disseminating vital information on refugee's country of origin, training teachers to be able to better support the varied academic and linguistic experiences of refugee children, and closely monitoring the voluntary return of refugees to their home countries (UNHCR, 2019a, p. 129), (UNHCR, 2019c, p. 19).

To ease the transition from temporary schooling to national schools, 15 hours of Turkish language instruction per week was implemented by the Ministry of Education. Furthermore, nationwide teacher training, academic support programs, materials, and transportation was offered with the EU-funded Facility for Refugees in Turkey. Furthermore, additional schools were built to prevent overcrowding as one million refugee children were slowly integrated into national schools. As a result, 63% of Syrian refugee children were enrolled in Turkish schools by 2018 (UNHCR, 2019c, p. 19).

2.7 Azerbaijan: Economy and Progress

Since 1993, the government of Azerbaijan has implemented 70 Presidential Decrees, 290 Decisions from the Cabinet of Ministers, and adopted 26 laws supporting the displaced population (World Bank, 2011, p. 10). Since then, numerous assistance programs have been implemented to help the displaced population. It included over 1 million square meters of housing, construction of 126 schools, four music schools, 40 kindergartens, 45 health clinics, 33 communication exchanges, and the installation of 564 km of roads, 672 km of water pipes, 1073 km of power lines, 149 km of natural gas lines, 37.1 km of sewage systems, 4.3 km of heating lines and 559 power transformers (World Bank, 2011, p. 10).

With time, the displaced population began to depend on the government to resolve the political situation and rely for regular social assistance. Seventy one percent (71%) of IDPs surveyed responded being dependent on the government for financial assistance. The employment rate for the displaced

Source of income	IDPs	Non-IDPs
Government allowance	70.8	51.1
Public service	10.5	15.2
Occasional work or trade	9.8	9.9
Public sector employment	3.9	4.9
Private sector employment or business	4.0	6.9
Self employment - farm	0.3	5.9
Other	0.7	6.1

Source: World Bank, 2008 LSMS

population stood at 40.1% compared to 57.4% for the non-displaced population. The report also mentioned a particularly high inactivity labor participation rate among IDP women (World Bank, 2011, p. 9).

The World Bank estimated the rate of poverty among the displaced population at 25% in 2011, compared to 20.1% for the non-displaced population. Remarkably, only 10 years earlier the poverty rate for IDP populations stood at 74%. Overall, poverty rates for employed IDPs were significantly lower than inactive IDPs, signaling the need to build human assets by creating professional and skill-based training programs to increase self-reliance, better integrate into the job market and proactively tackle poverty among the IDP population (World Bank, 2011, p. 9).

In 2001, the State Statistical Committee of Azerbaijan estimated the national poverty rate to be at 50%. Fifteen years later, in 2016, that statistic decreased drastically to 5.9% — a

remarkable feat considering that the poverty rate in 1995 was 61.30%. In addition, government assistance to IDPs included free utilities (gas, water, electricity), income tax exemption, free higher education, free health services,

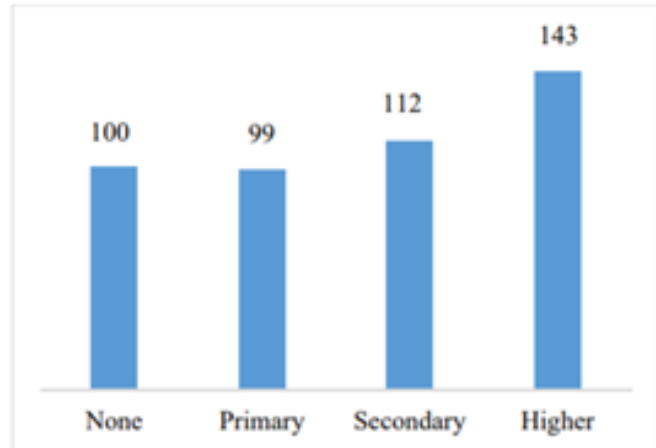
and job placement services. Since 2003, the government of Azerbaijan has allocated 770 million manats (USD \$452 million) for IDP assistance. Prior to the 2015 devaluation of the manat currency, that same amount equated to USD \$977 million. Households with lack of access to water decreased from 37.6% in 2002 to 11.3% in 2018. During the same period, the population connected to proper sewage systems shot up from 86% to 98.2%. In addition, household internet access increased from 16.6% in 2005 to 77.2% in 2016 (World Bank, n.d. -a).

	Percentage of IDPs living in poverty	Percentage of non-IDPs living in poverty
Below primary or no education	26.4	26.3
Primary education	31.8	26.3
Basic education	24.7	23.1
Vocational/technical after Basic	18.0	22.1
Secondary education	26.9	20.3
College/technical after Secondary	15.5	14.6
Higher education	14.2	6.4

Source: World Bank, 2008, LSMS

Another positive indicator of an improving economy is the increase in graduation rates of students from institutions of higher education from 24,488 in 2000 to 37,506 in 2017 (World Bank, n.d. -a). In 2015, the World Bank conducted Azerbaijan

Figure 3: Earnings Ratio by Educational Level (No education = 100)



Source: AMSSW 2015

Monitoring Survey for Social Welfare (AMSSW) of around 38,700 individuals ages 15–65 with full-time employment. The results have indicated that those with tertiary level education (university and beyond) enjoyed a significant earning advantage of 1.4x over those with only primary education (elementary and middle school completion) and over 1.28x over those with secondary level education (high school completion) (Moreno, 2020, p. 10).

The returns on investment by tertiary level relative to secondary level for females was 2% higher than for males (11% v 9%). Considering that in 2015, 69% of the population completed high school and 20% completed higher education, nearly 90% of the country's population is living below their economic potential. Increasing or eliminating college entrance quotas would also boost the number of

students enrolled in 38 public and 13 private universities in the country (Moreno, 2020, p. 14). Furthermore, providing more low-income students with tuition assistance and first-generation scholarships would allow for equitable access to students from poorer families unable to enroll in university due to finances.

These results have been supported by the 2008 study conducted by the World Bank which examined poverty rates of IDP populations by education level. The study found that IDPs with none or completed primary and secondary education experienced a very high level of poverty compared to their non-IDP counterparts. Even those IDPs with higher education (14.2%) experienced over 2.2x poverty rates higher than non-IDPs with the same level of education (World Bank, 2011, p. 29).

2.8 Azerbaijan: Impact on Education

In 2009, almost 20 years after the 1994 ceasefire was instated Azerbaijan still had around 600,000 displaced people, around 6.7% of the total population. That number included nearly 200,000 children born to male IDPs, which comprised 2.2% of the entire population of the country in 2009 (IDMC, 2010a, p. 55; IDMC, 2009, p. 70). The child of a displaced person was only counted as displaced if he was born and registered under his displaced father's name and

residence. Because the females in Azerbaijani culture traditionally join the husband's family and residence after marriage, children born to IDP females and non-IDP males were not counted in official statistics as displaced. As a result, the actual number of IDPs should be significantly higher than officially reported (IDMC, 2009, p. 56). In addition, because children born in displacement are considered displaced themselves, the number of internally displaced people might increase over time even though the root of their displacement has long since stopped (IDMC, 2017, p. 102).

That same year, the Ministry of Education conducted a national study of school enrollment of internally displaced children. It found that segregation in schooling due to cultural and personal reasons was widespread, with 60% of IDP children preferring to study in schools separate from local children (Gureyeva-Aliyeva & Huseynov, 2011, p. 22; IDMC, 2010b, p. 7). Those schools were also in desperate need of repairs, understaffed, and lacked resources. In addition, the parents' inability to provide for their child's uniform, supplies, and transportation, despite the tuition fee waivers from the government, only created a bigger inequity between local and IDP children, especially in rural areas. As a result, older school children quit school altogether to find employment and the girls were married off early to help unburden the family finances (IDMC, 2009, p.

56).

2.9 Azerbaijan: Trauma of Survival

Issues of health and psychological well-being are rarely discussed in Azerbaijani culture as it is considered a private family matter and should only be discussed in tight family circles. Hence, when a problem arises, seeking help from a professional might be considered by some as embarrassing, shameful, or insignificant. As a result, many people go untreated without knowing the full scope of their condition. That is also why the majority of people displaced by the First Karabakh War did not feel comfortable in seeking professional help. Those that did (314 IDPs out of 144,000 surveyed residing in the capital Baku), exhibited serious psychological disorders and needed specialized help (Ismayilov & Ismayilov, 2002). The majority of diagnoses related to postconcussional, delusional, depressive, neurotic, emotional, and other mental disorders.

Another traumatic hurdle for IDPs was overcoming the stigma of being called *gachgeun* (the ones who ran, or refugees) or *kochkun* (the ones who moved, or displaced). Being constantly labeled and referred to as such brought a lot of shame and humiliation to the displaced people, further marginalizing them from the mainland population (World Bank, 2011, p. 47). One IDP woman from the

town of Agdam recalled hearing a woman casually telling her child, “Do not cry or I will show you the refugee,” (Gureyeva-Aliyeva & Huseynov, 2011, p. 30).

It seems understandable now why over 60% of displaced children chose to segregate and attend schools with only other displaced children, instead of intermingling with local children (IDMC, 2009). Over time, those labels formed a social hierarchy where locals would continuously stereotype refugees and IDPs as poor, uneducated, and uncultured (Gureyeva-Aliyeva & Huseynov, 2011, p. 43; World Bank, 2011, p. 47). The trauma of the escape, the guilt of survival, intense longing to return to their homelands, the untreated psychological damage, stress caused due to extreme economic hardship, social marginalization and stigmatization, and hopelessness further contributed to the trauma and disenfranchisement of the displaced population (Ismayilov & Ismayilov, 2002).

CHAPTER THREE: METHOD

3.1 Overview

Qualitative phenomenological research focuses on the essence of the experience to describe the phenomenon, where participants and the researcher act as separate units (Creswell & Poth, 2018). Participants act as a vessel, or 'an object', in uncovering meaning from the lived experience, and help construct the phenomenon's universal essence (Creswell & Poth, 2018). Phenomenological researchers focus on the phenomenon by analyzing the chain of interconnected experiences that participants have woven into a narrative.

Qualitative narrative research derives meaning from the lived experiences of participants from 'social, cultural, familial, linguistic, and institutional narratives' (Clandinin, 2013). The researcher is an integral part of the inquiry process and an active participant in meaning-making through participant's chronological storytelling. The number of participants in narrative research is fairly low as the researcher tries to focus on the quality of the stories, rather than their quantity.

This research study is a qualitative narrative study that explores the lived experiences of 3 internally displaced Azerbaijani people that fled their homes as

school-aged children during the First Karabakh War during 1988-1994. The study aimed to explore whether their displacement and interrupted education had any long-term effects on their economic prosperity in adulthood. It investigates their individual life stories, experiences, beliefs, perceptions, trauma, feelings, and emotions that occurred during and after their displacement in the context of displacement, educational journey, and economic outcome. This chapter describes the research design, data collection and analysis, participant recruitment, timeline, and transferability of the study.

3.2 Research Questions

Qualitative narrative inquiry derives meaning from the lived experiences of participants from 'social, cultural, familial, linguistic, and institutional narratives' (Clandinin, 2013). Because the research questions below attempted to explore participant lived experiences from a holistic perspective, a narrative approach was chosen for this research study. The two questions that guided the research were the following:

- 1. What were the educational journeys of Azerbaijani refugee and internally displaced children during and after the First Karabakh War?*
- 2. How did the educational journey affect their economic outcomes in adulthood?*

The study sought to examine the effects of the First Karabakh War in 1988-94 on the educational journeys of displaced Azerbaijani school children, and how that affected their human capital accumulation in adulthood. As Clandinin and Connelly (2000, p. 20) stated, "Narrative inquiry is stories lived and told." Therefore, to better understand the lived experience of participants, the main research questions were followed up with closely related open-ended interview questions that are documented in Section 3.9.

3.3 Procedures

Research for this dissertation study began in September 2020 with a deep dive into the current literature available on the topic of the First Karabakh War, displacement, and Azerbaijani refugee and displaced children education. As the study focus began to take shape, Chapter 1 (Introduction) and Chapter 2 (Review of Literature) were finalized to present a clear background of what the study is about. With the research questions finalized, work on Chapter 3 (Method) began by identifying the various data collection and analysis methods that would best address it.

The next step was the submission of the finalized dissertation proposal to the three dissertation committee members for approval. Once the proposal was defended and passed by the committee, it was submitted for approval to the

Internal Review Board (IRB) at Boston University that permitted the recruitment of participants. Participant recruitment announcements were distributed on social media channels (ex. Facebook, Twitter, Instagram) and word of mouth, and the process of screening eligible and willing participants began. As eligible and willing participants were selected, Consent Forms were sent to complete the recruitment process and ensure that every participant understood the focus of the study and the duties that were expected of them.

Once the participant was recruited and screened, data collection began. It was a continuous process and commenced as soon as participants were successfully screened and approved to partake in this study. Data collection included one in-depth semi-structured interview over Zoom and one follow-up interview. Participants were informed that the time commitment for the interviews was dictated by them, depending on how much information they were willing to share. By the end of the recruitment period in March 2023, three participants were successfully recruited, screened, and interviewed.

The researcher also sent out a comprehensive questionnaire (see Appendix E) relating to their demographics, living conditions, education, family finances, and physical health services. In addition, an analysis of supplemental artifacts provided by the participants was examined to get a more complete

picture of participants' lived experiences. Participants were allowed to keep their identities confidential, so all identifiable information was blurred out upon request.

Data collection was an on-going process that began in January 2023 for a period of two months, ending in March 2023. Participants were interviewed for 1–3 hours on two separate days over Zoom. All interviews were recorded and transcribed. The transcripts were shared with them to confirm the accuracy of their statements and avoid any misrepresentation. A translator from Azerbaijani or Russian to English was available upon request by the participant to help convey the true meaning. The data was then analyzed via a thematic approach by identifying important themes and categories, and making connections between lived experiences and their subsequent outcomes. These connections between meaningful cluster categories would serve as a springboard for future research in this area of study.

The data were collected via Zoom, an online audiovisual conferencing tool, to simplify and expedite the process. It is the preferred method for its ease and efficiency, creating a comfortable non-threatening environment where participants can discuss sensitive events they may have experienced (Nicholas et al., 2010). In particular, web-based data collection is a highly equitable method

for hard-to-reach groups that may be marginalized from participating in meaningful research due to constraints of language, geography, or disability (James & Busher, 2009).

3.4 Data Collection

This narrative research study gathered participant life histories by featuring their personal narratives through a depiction of first-hand oral history accounts. As Janesick (2014) states, “The power of oral history is the power of storytelling. By portraying participant narratives, it may become available to a wider audience moving toward social justice.” Participant stories included information collected through in-depth semi-structured interviews, a questionnaire, and audiovisual records shared by participants.

Brinkmann and Kvale (2015) note that an interview “attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experience, and to uncover their lived world” (p. 3). They add that “knowledge is constructed in the interaction between the interviewer and the interviewee” (p. 4). Therefore, in order to construct authentic meaning and better understand the participant’s lived experience, the interviews were recorded, transcribed to extrapolate the data for themes and categories at multiple times

during the process for analysis, and stored in a secure digital folder. Documents, artifacts, and records were included for additional research as personal items of value, pictures, audio and video materials, journals, and archival documentation.

In order to better synthesize the many elements of each participant's narrative and lived experience, the researcher journaled her thoughts and impressions in a journal before and after each interview or contact. Journaling allowed the researcher to stay impartial and focus on the participant narrative as it was told. The researcher dated each journal entry and kept them separate from the participants, so as to keep the authenticity of their narrative. The researcher tried to stay impartial throughout the process by describing the events only as reported by the participant.

A questionnaire (Artifact E) with various touchpoints was sent to participants after the first interview via email. It inquired about the participant's life before and during displacement, as well as life today. It included questions about education, living conditions, health, and finances of participants and their parents. Commonalities were analyzed for themes once the data was fully collected.

To ensure authentic participant voices, the researcher conducted frequent check-ins during the interview to guarantee the correct messaging was being inferred. To achieve reliability and authenticity of data, the entire transcript was sent over to the participant for clarification and edits after the first interview. The experiences of IDP children who lived during the time of conflict and volatility were examined through the socioeconomic and educational lenses to identify which factor(s) played the most or least important role in human capital accumulation of the displaced population as adults today in the context of cultural and historical frameworks.

The questionnaire sections included:

General questions: Information on the current age, gender, current city of residence, education level, marital status, and the status of the spouse (if applicable). The questions about the participant inquired about their:

- Age
- Gender
- City of residence
- Displacement status
- Marital status
- Level of education
- Participant's parents' level of education
- Displacement status of spouse, if applicable

Life before displacement: Information was collected on the city of residence before displacement, living arrangements, available resources, health services, family finances, and educational challenges of the participant and his/her parents before the First Karabakh War. The questions about the participant inquired about their:

- City/town of residence
- Living arrangements for the household
- Lack of resources, if any
- Access to health services
- Health challenges
- Health challenges of the parents
- Family finances
- Educational challenges

Life during displacement: Information was collected on the year of displacement, school grade at displacement, city/cities of residence during displacement, living arrangements, available resources, health services, discrimination, violence, family finances, duration of school interruption, and educational challenges of the participant and his/her parents during their displacement period. The questions about the participant inquired about their:

- Age at displacement
- School grade at displacement
- City/town of residence
- Living arrangements for the household
- Lack of resources, if any

- Access to health services
- Health challenges
- Health challenges of the parents
- Separation from parents/caregivers
- Discrimination
- Violence
- Family finances
- Duration of school interruption
- Educational challenges

Life today: Information was collected on the living arrangements, available resources, health services, health challenges, discrimination, profession, and family finances of the participant and his/her parents today in 2023. The questions about the participant inquired about their:

- Living arrangements
- Lack of resources, if any
- Access to health services
- Health challenges
- Health challenges of the parents
- Discrimination
- Current profession
- Family finances

3.5 Participant Recruitment

The researcher aimed to recruit three to ten participants for this study, and three participants eventually completed the study. The selected participants were officially classified as internally displaced (IDPs) by the government of the

Republic of Azerbaijan. They were between the ages of 37 and 45, with their mean age of 40 years old. Two participants were females and from Zangilan, one was a male from Fuzuli. One participant was single, one was married, and one was divorced. All three participants completed their master's degree in their respective fields. Both female participants had one school-aged child (one had a daughter, while one had a son).

There was frequent communication between each participant and the researcher, totaling between five and ten times of contact for various data collection and clarification purposes. The participants completed all the study milestones, including the initial paperwork, main interview, transcription check, and the follow-up clarification, in a timely manner. The participants made themselves available even after the data collection period was finished to clarify any points from the interviews or the questionnaire that were still unclear to the researcher for the final write-up.

Information gathered about their childhood experiences 30 years ago was compared to their current standard of living and the educational opportunities they were able to provide for their own children as a result. Individuals met the following inclusion criteria:

- They had to identify themselves as ethnically Azerbaijani of any cultural affiliation, ex. Turkic, Talysh, Jewish, Lezgins, Tat, Russian, Ingiloy, Udi, etc.,
- They had to be a primary or secondary school-aged student at the time of the First Karabakh War in 1988–1994,
- They had to be a forcibly displaced school-aged student from one of seven occupied Azerbaijani regions, ex. Agdam, Jabrail, Fuzuli, Kalbajar, Gubadli, Lachin and Zangilan, or a refugee student forced to flee Armenia,
- They had to consent to an audio recording for transcription and analysis purposes for the two interview sessions.

The semi-structured in-depth interviews were conducted via Zoom. The participants were recruited through a variety of means: 1) social media platforms, ex. Facebook, Twitter, and Instagram, 2) word of mouth, and 3) local non-profit organization leaders. The two interviews took 1–3 hours to complete in two sessions, depending on the number of detailed accounts the participants were willing to share. The first session was an interview where the participant narrated his/her lived experiences as they relate to the focus of the study. The second session was a follow-up to confirm the details from the interview and clarify any outstanding matters.

Interview questions were sent to the participant prior to the first session to allow time for reflection. An additional 30 minutes were provided to fill out the accompanying questionnaire that further documented the details of the participant's displaced experience, which was sent after the first interview. Written consent was obtained to record the interview for transcription and further research. To ensure the safety and confidentiality of all participants, they were given an opportunity to use a pseudonym instead of their real name. All interviews were conducted in a quiet place to ensure privacy and all participants were compensated \$50 as a token of appreciation.

Overall, 14 people were contacted during the participant recruitment period via Facebook or WhatsApp. Of those, 3 successfully completed the study; 2 people qualified but were unable to participate due to a scheduling conflict; 3 people referred another potential participant; 3 people did not meet one of the four participant criteria and did not qualify; and 3 people never read the initial message or stopped responding. One of the three participants who completed the study was messaged directly.

3.6 Sampling Method

To identify and select information-rich participant stories that enabled the researcher to develop a detailed understanding of the intricate events that transpired and empower the participants to speak out about their effects and aftermath, *Purposeful Sampling Method* was utilized (Patton, 1990, p. 169). Purposeful Sampling (or Purposive Sampling) is a type of Non-Probability Sampling method in which the researcher relies on the non-random sampling technique to screen participants according to specific participant recruitment criteria (outlined in Section 3.5: Participant Recruitment) related to the phenomena of interest for an in-depth study (Palinkas et al., 2015, p. 533).

In addition to Purposeful Sampling, *Snowball Sampling* (or Chain Sampling) is another type of Non-Probability Sampling method that was utilized (Patton, 1990, p. 176). Participants that were screened according to the inclusion parameters (as outlined in Section 3.5: Participant Recruitment) and completed the study were able to recommend other participants that were a good fit for the study to the researcher. Through word of mouth, those participants inadvertently created a snowballing effect by helping recruit future participants with information-rich stories such as their own.

Of the 16 sampling strategies identified by Patton (1990) to purposefully select information-rich cases, *Homogeneous Sampling* strategy was utilized. The purpose of this strategy was to identify a subgroup (ex. schoolchildren with interrupted education) of a homogeneous group (Azerbaijani refugees and IDPs during the First Karabakh War) to explore in-depth their ramifications on the participant's future economic prosperity in adulthood. The researcher made the final determination of which participant's personal narrative was best suited for the purposes of this dissertation study.

3.7 Data Analysis

Results were analyzed through open coding, identifying distinct patterns, restorying, and categorization via meaningful thematic clusters (Yin, 2009). Open coding is a widely applied technique used to identify recurring words, phrases or themes (Creswell, 2013). Restorying is a strategy that breaks down the various elements of a narrative to reconfigure a more cohesive story in a chronological order (Ollenshaw & Creswell, 2002). The data collected was organized by units of information to identify emerging ideas or relationships. As a result, conclusions were drawn based on personal interpretation of common themes that presented themselves as evident from the data.

Wolcott (1994) noted that “There are no right stories, only multiple stories. Perhaps qualitative studies have no endings, only questions.” In analyzing the two research questions, literary storytelling was relied upon to guide the researcher towards making meaningful connections between the various elements of participant narratives. Data collected from biographical stories gathered through interviews, a questionnaire, documents and artifacts was translated and transcribed for ease of access, and analyzed for patterns in stories (Creswell, 2013). The chronological storytelling was explored for cross-case themes and patterns of meaning were identified.

Creswell’s (2018) five-step Data Analysis Spiral (p. 232) was used to achieve clarity during this process. First, the data collected was transcribed and organized in such a way so as to allow the researcher to begin to understand the events that transpired and their significance to the participant, i.e., formulation of early impressions (Creswell, 2018, p. 232). Second, emerging clusters of meaning were extrapolated to begin to make initial connections between major categories of (1) *displacement*, (2) *education*, and (3) *economic prosperity* (Creswell, 2018, p. 232). Third, these initial connections were classified into themes, keeping an iterative process in mind (Creswell, 2018, p. 232). Fourth, meaningful interpretations were made to begin seeing the interconnectedness of thematic clusters and categories

(Creswell, 2018, p. 232), as well as commonalities and differences in lived experiences and economic outcomes. The lives of their parents and their own were examined to find which factor may have contributed to human capital accumulation and financial independence as adults. Last, the data was visualized in a more accessible format so as to present the findings in a more complete and clear way (Creswell, 2018, p. 232).

To ensure authentic participant voices, frequent check-ins were conducted during the interview to guarantee the correct messaging is being inferred. To achieve that, an experienced Azerbaijani and Russian translator was permitted to be present during each interview, if requested by the participant. None of the participants requested a translator for any of the interviews, so all sessions and points of contact were conducted in the presence of only the researcher and the participant.

The experience of IDPs, who were children at the time of conflict and displacement, was examined through socioeconomic and educational lenses to identify which factor(s) played the most or least important role in the economic integration of the displaced population into society as adults today in the context of cultural and historical frameworks.

3.8 Transferability

Research on the lived experiences, educational journeys, and economic outcomes of internally displaced Azerbaijani school-aged children as a result of the First Karabakh War in 1990s has huge implications of transferability to similar prolonged conflicts with a large population of children affected by the displacement. Examining humanitarian programs and services provided, interrupted education journeys, trauma experienced, and how the children integrated into the economy in adulthood, can allow stakeholders to make time-sensitive decisions on possible courses of action to better assimilate the displaced children and prevent the prolonged economic hardship experienced during their displacement and after.

3.9 Interview Questions

Besides the two main research questions (Section 3.2) that were the main focus of this dissertation, additional interview questions (Appendix D) were prepared to guide the participant in viewing his/her life experiences from various points of view. The list of questions was shared with the participants prior to the interview to encourage a reflection on lived experiences.

At the end of the interview, the participants were asked whether they had

any other thoughts or stories to share, which they haven't shared already. The researcher also asked them for their opinion of the overall interview (Appendix D). All the questions were open-ended to allow the participant to share additional information with the researcher.

CHAPTER FOUR: RESULTS

4.1 Participants

The goal of this qualitative narrative research study was twofold. First, it explored how the 30-year ethno-territorial occupation of around 20% of Azerbaijani lands by Armenian armed forces during the First Karabakh War in 1988–94 affected the educational experience of displaced Azerbaijani children who are now adults. Second, it examined the extent that war and displacement had influenced (e.g., allowed, prevented, or complicated) their full economic integration into society as adults.

Data collection included one in-depth semi-structured interview over audiovisual conferencing tool Zoom and one follow-up interview, as well as a questionnaire (see Appendix E) relating to the demographics, living conditions, education, family finances, and physical health services of the participants. In addition, an analysis of supplemental artifacts provided by the participants was examined to get a more complete picture of participants' lived experiences.

All three participants that took part in this study were fluent in English and Azerbaijani. One participant lives in the United States, while two participants live in Azerbaijan. Two of the participants (both females) cried

multiple times during the main interview as they were narrating the events in their lives, but expressed strong desire to proceed. It seemed that reliving their lived experiences was taking an emotional toll on the participants, but they felt obligated to see it through as a way of coping with their pain and past trauma.

Both participants living in Azerbaijan opted to interview on Zoom without the video on as they were concerned about their privacy. One of them expressed a desire to keep the name of his current employer confidential. Both of them chose to be identified throughout this study by their initials only, while the third participant living in the United States was comfortable in sharing her identity with others. Nonetheless, it was decided to use initials for all three participants for consistency purposes. All three participants expressed little desire in sharing their lived experiences with others in the past due to feeling uncomfortable in talking about their lives, but stressed the importance of this research study and the desire to see the results once they are finished.

Tables 6 through 9 break down participant answers as submitted on their questionnaire after their main interview. The information below includes their demographics, details of their life before, during, and after their displacement. Each unique participant is classified horizontally in a dedicated column with

their corresponding responses below. Each unique category of information is classified vertically with the corresponding participant responses noted across.

<i>Table 6: Participant demographics</i>			
	Participant 1, YB	Participant 2, SM	Participant 3, RJ
Age	<i>39</i>	<i>45</i>	<i>37</i>
Gender	<i>Female</i>	<i>Female</i>	<i>Male</i>
Displaced status	<i>IDP</i>	<i>IDP</i>	<i>IDP</i>
Marital status	<i>Divorced</i>	<i>Married</i>	<i>Single</i>
Children	<i>Yes, one son</i>	<i>Yes, one daughter</i>	<i>None</i>
Current city	<i>Khirdalan, Azerbaijan</i>	<i>Virginia, USA</i>	<i>Gabala, Azerbaijan</i>
Highest education	<i>Master's degree</i>	<i>Master's degree</i>	<i>Master's degree</i>
Parent's education	<i>Master's degree</i>	<i>Bachelor's degree</i>	<i>Master's degree</i>
Job industry	<i>Education</i>	<i>Social work</i>	<i>Marketing</i>

<i>Table 7: Life before displacement</i>			
	Participant 1, YB	Participant 2, SM	Participant 3, RJ
Hometown	<i>Zangilan</i>	<i>Zangilan</i>	<i>Fuzuli</i>
Lack of resources	<i>None</i>	<i>None</i>	<i>None</i>
Healthcare access	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Health challenges	<i>No</i>	<i>No</i>	<i>No</i>
Parent's challenges	<i>No</i>	<i>No</i>	<i>No</i>
Family finances	<i>High</i>	<i>High</i>	<i>High</i>
Educational challenges	<i>None</i>	<i>None</i>	<i>None</i>

Table 8: Life during displacement			
	Participant 1, YB	Participant 2, SM	Participant 3, RJ
Age at displacement	<i>10 years old</i>	<i>15 years old</i>	<i>6 years old</i>
Grade at displacement	<i>5th grade</i>	<i>10th grade</i>	<i>1st grade</i>
City during displacement	<i>Masalli, Shirvan, Sumqayit</i>	<i>Suburb of Baku</i>	<i>Baku, Sumqayit, Goychay</i>
Separated from parents	<i>Yes</i>	<i>Yes</i>	<i>No</i>
Interrupted schooling	<i>1-5 months</i>	<i>1-5 months</i>	<i>1-5 months</i>
Lack of resources	<i>Home, finances</i>	<i>Home, furniture, food, clothing, cash</i>	<i>Home, job, social security, school necessities</i>
Healthcare access	<i>Yes</i>	<i>No</i>	<i>No</i>
Health challenges	<i>No</i>	<i>Yes</i>	<i>Yes</i>
Parent's challenges	<i>No</i>	<i>Yes</i>	<i>No</i>
Discrimination experienced	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Violence witnessed	<i>Yes</i>	<i>No</i>	<i>No</i>
Family finances	<i>Low</i>	<i>Low</i>	<i>Low</i>
Educational challenges	<i>None</i>	<i>None</i>	<i>None</i>

<i>Table 9: Life after displacement</i>			
	Participant 1, YB	Participant 2, SM	Participant 3, RJ
Lives with	<i>Alone, with son</i>	<i>With husband and daughter</i>	<i>Alone, with parents</i>
Lack of resources	<i>Home</i>	<i>None</i>	<i>The right to return home</i>
Healthcare access	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Health challenges	<i>No</i>	<i>Yes</i>	<i>Yes</i>
Parent's challenges	<i>No</i>	<i>Yes</i>	<i>Yes</i>
Discrimination today	<i>Yes</i>	<i>No</i>	<i>No</i>
Job today	<i>Teaching</i>	<i>Social work</i>	<i>Marketing</i>
Family finances	<i>Moderate</i>	<i>Comfortable</i>	<i>Moderate</i>

4.2 Findings

The results of the study were classified into three major categories. They were: (1) displacement, (2) education, and (3) economic prosperity. Four main themes emerged under the category of *displacement* - hardship, awareness, discrimination and trauma. Two main themes emerged under the category of *education* – interruption and high expectations. Two major theme emerged under the category of *economic prosperity* – resilience and the impact of displacement on

parenting. Table 10 below outlines the study's main categories and their corresponding themes as gathered and extrapolated from the participant data.

<i>Table 10: Identification of themes</i>			
	Displacement	Education	Economic Prosperity
Theme 1	<i>Hardship</i>	<i>Interruption</i>	<i>Resilience</i>
Theme 2	<i>Awareness</i>	<i>High family expectations</i>	<i>Impact of displacement on parenting</i>
Theme 3	<i>Discrimination</i>		
Theme 4	<i>Trauma</i>		

All three participants are identified either by their initials or as their participant number, ex. Participant 1, 2, or 3. Henceforth, Participant 1 is sometimes referred to as YB. Participant 2 is referred to as SM, and Participant 3 is referred to as RJ. The narratives, quotations, perspectives, and statements presented in this section were all taken from participant interviews and credited accordingly.

4.3 Displacement

The displacement journey of all three participants was filled with years-long hardship and uncertainty. They all reported experiencing persistent housing insecurity, financial hardship, and lack of access to adequate resources. All three

participants stayed with their family and relatives in Azerbaijan during the war. The first two participants were separated from their parents for a period of time and lived either with their relatives or older siblings. The last participant always lived with his parents, but got separated from his older sister for a period of time. All three participants mentioned living comfortably before the war, with a significant decline in their lifestyle as a result of displacement.

In addition, the participants mentioned becoming more aware of the events happening around them and the uncertainty it created among their parents because of the difficult decisions they had to make. They began distinguishing and comparing their surroundings and living conditions from before and during the displacement. Finally, all three participants narrated their first-hand experiences with discrimination, as well as the deep trauma and a sense of shame the war inflicted on them since their childhood.

Theme 1: Hardship

Despite decades-long governmental, international non-governmental, and international organizations' efforts in reducing the number of displaced persons by providing housing and targeted financial support, Azerbaijan still had the top ten largest per capita refugee and displaced burden in the world in 2017

(UNHCR, n.d. -a; Verne, 2017, p. 4; Kengerlinsky, 2004). The Republic of Azerbaijan passed a law 'On The Targeted Social Assistance' on October 21, 2005, which aimed at providing social assistance benefits to the country's most vulnerable populations. In early 2018, the country estimated that 327,000 people were still receiving those benefits, including internally displaced people, 75% of whom reported those social assistance benefits as their main source of income (Asian Development Bank, 2019b, p. 4). Thus, the dire consequences of interrupted education for the families during the First Karabakh War in 1988-1994 and the collapse of the economic infrastructure for the country following the collapse of the Soviet Union in 1991 have created dangerous conditions of poverty that have had decades-long economic impact on Azerbaijani society (Choonara, 2013).

Participant 1

Participant 1, YB, was 10 years old and in 5th grade when she became displaced. YB first escaped with her family from Zangilan to Imishli to stay at an aunt's house for 3 days, then she moved with only her brother to Masalli for 2 months to live at her other aunt's house. After two months, the entire family got reunited to move yet again and lived in a music school in Shirvan for 2 years

until YB was in 7th grade. Finally, the family saved up enough money to buy a rundown house and moved to Sumqayıt in hopes of permanently staying there. In all, YB changed her living accommodations 4 times and schools 3 times in 2 years. Throughout this period, their father didn't stop working, but transferred to work in the capital Baku.

“Our financial situation wasn't ideal, but it was steady. Of course, we didn't live in luxury, but we had the necessities. In Zangilan, we had our own rooms, with shiny floorboards. So, I knew what it was like being rich and poor. My father would often say that we didn't have things, but we had our brains, arms, and legs, and can still make it.”

Participant 2

Participant 2, SM, was 15 years old and in 10th grade when she became displaced. Because college entrance exams were right around the corner, her mother persuaded SM to move to the capital Baku to stay with her older sister so as to have the least interruption. Her mother had to stay behind in Zangilan because she was working as a nurse and tending to the wounded in the area. SM was separated from her mother and had to rely on her older sibling until the family was reunited.

When the family became displaced, they had nothing to their name — “not even a cup to drink tea out of”. The only thing they had was the key to their

house in Zangilan. They kept it for many years hoping to be able to return one day.

“After a certain time, we realized that we may never go back to Zangilan. The international community was against us. We didn’t receive any support from all these powerful western countries. They gave our land to Armenia. Nobody cared about us.”

When the entire family finally came together in Baku two years later, they were able to stay in a studio apartment that belonged to SM’s uncle. SM was very happy not to live in the dormitories or refugee camps. “We had a tight space. My sister, mom, brother, and me — we all lived in one small room. It took us at least ten years to save enough money to purchase an apartment to live a normal life.”

Participant 3

Participant 3, RJ, was 6 years old in 1st grade when he became displaced. All of a sudden, his family lost all the social benefits they once enjoyed – their house, cars, money, lifestyle. They were deprived of everything in a split second. They had relatives in Baku who could give them temporary accommodations, for which RJ was very grateful because he didn’t have to live in tent camps, where even basic hygiene conditions were not available.

When RJ’s family became displaced, he continued to live with his parents

because he was very young, but got separated from his older sister, who went to live with his aunt in Goychay for about 2 years. The family moved a lot at that time and it was hard for his parents to move with three children. Since RJ's sister studied in the Russian sector and not in the Azerbaijani sector, it was harder for her to change schools. So, the decision was made to leave her in Goychay with his aunt to give her some stability.

Throughout his displacement, RJ's parents were working long hours in the hospital, oftentimes 2-3 shifts in a row. By the time RJ reached 5th grade, he remembers his parents being on duty all day, with the three children being at home unsupervised. At first, his aunt's daughter would come in to babysit them, but soon after they began staying at home by themselves. RJ estimates that since becoming displaced, he had changed 10 schools and frequently moved between Baku, Fuzuli, Goychay and Sumqayit because they didn't have permanent accommodations. In 5th grade, RJ changed schools two times.

Theme 2: Awareness

Another common factor among all three participants was the awareness of the events happening around them. Although they were different ages and lived in different cities before the conflict, they all mentioned hearing alarming news

for months before their families actually fled. They noted the differences in their old and new surroundings, living conditions, lifestyle, schooling experience, and eventual escape to safety. The strong emotional responses provided by Participant 1 (YB) and 2 (SM) might indicate a deeper psychological connection that might have led to a long-term impact on their lives.

Participant 1

Weeks before displacement, *Participant 1, YB*, felt that they would have to flee. As she was narrating this part of her life story, YB stated that she was getting both nervous and excited. She began reliving those times and felt as if she was going to flee again. She was grappling with the severity of the situation as the news were coming out about the people that were killed, especially the soldiers. YB added, "Those soldiers were someone's son, brother, or father that died. Everyone was keeping up with the news."

As the family fled to Iran before continuing onto Azerbaijan, the Iranian government was providing food assistance to the Azerbaijani population fleeing the conflict areas. YB remembers eating the food that the Iranian officials handed her and quickly becoming aware of her vulnerability and social standing.

“It was the most tasteless food I have ever tasted. They forgot to put salt into the bread. I am 39 years old now and I still remember the taste – it tasted horrible. I thought, “Why would refugees eat this kind of food? Do you [Iranian people] eat this kind of food in your own house? It was a very negative experience. I felt that I was a refugee, not a guest – because guests usually get the best. This was not being a guest – this was being a third class citizen.”

YB became aware of her surroundings once more when the entire family finally reunited in Shirvan to live in a music school. This was YB’s third move in three months. The music school was divided into two – one part continued functioning as a music school, while the other one was settled in by the displaced families fleeing for safety. She described the living conditions of the room she would stay in for the next two years, and mentioned how shocked she was when she first stepped into it.

The entryway to their room was in the back of the school - someone broke the wall and made an entrance. YB was taken aback as she walked in and asked, “Are we going to live here?” YB saw her mother and little brother in a shabby room with just a TV and a mattress on the floor. The windows had nylon draped over them instead of glass. She started crying as she realized the gravity of her new reality and refused to enter the room. In trying to calm YB down, her mother quickly responded, “Don’t cry. You’re going to school on Monday.”

School was the only thing that made YB happy, but she quickly realized that this was the beginning of a terrible chapter of her life.

They had a restroom, but had no place to take a shower. Once a week on Sundays, their mother would spend hours preparing the hot water for the three children to take a shower with. First, they had to wait three hours for the water to filtrate, then wait in line for their turn. YB's mother would help pour the water as YB and her siblings would wash, then mop the floor in between because it would get wet and cold.

YB became aware of one more thing that she was deprived of – chocolate. Until she graduated high school, the three children never ate a full chocolate bar by themselves. Back home in Zangilan, before they became displaced, their dad would buy boxes of chocolates and never had to share. In Shirvan, however, they had to split one Milky Way chocolate bar into three parts. They had to learn how to manage what little they had and be satisfied with it.

Participant 2

Participant 2, SM, was the oldest participant at the time of displacement that took part in the study. She was 15 years old and in 10th grade when her family became displaced from Zangilan. She first became aware of the situation

five years earlier, in 1988, when Azerbaijani refugees from Zangezur, Armenia, began arriving in Zangilan and capital Baku. She was in elementary school at the time and overheard her classmate talking about the war between Azerbaijan and Armenia. Her dad worked for the mayor's office.

"She asked me, "Do you know that the Azerbaijani and Armenian war started?" Then, our parents [and other] adults tried to calm us down by saying that the war had nothing to do with us, and that the Armenians were fighting over Karabakh. We never thought war would come to Zangilan. It was the last region in Azerbaijan that was occupied by Armenia in October 1993."

As a teenager growing up amidst the conflict, she was first becoming aware of the worsening geopolitical situation between the two countries for years before her family became displaced. The connections she was beginning to make weren't so much about what they would do, but why was this happening at all.

"During the USSR, people weren't really aware of [ethnic] conflicts. Before the war, we had Armenian friends – they would attend our weddings or funerals, and we would attend theirs. But when the Khojaly Genocide happened, that was the turning point."

Participant 3

Participant 3, RJ, was the youngest participant at the time of displacement at 6 years old and in 1st grade when his family fled Fuzuli. As a little child, he

was beginning to make meaningful connections with the events happening around him every time he moved. He changed schools every year (sometimes twice a year) because his family experienced an unstable housing situation.

“I started 1st grade in Baku, but then after a couple of months we saw that the situation was relatively calm and moved back to Fuzuli. When the situation changed again, we couldn’t come back to Baku because the place we were living in was given to another IDP family.”

One of the more vivid examples of RJ becoming aware of his new social standing was when he wanted to have fun, just like any other kid his age. As a child, he wanted to go to fun places or get a new toy, but he understood that his family couldn’t provide those things for him. “One of the more difficult parts was being aware of it. You know what you want, you are aware of it, but [you] can’t ask [for] it.”

Another association which RJ internalized as a child but didn’t make the connection until he was an adult was moving. RJ recently moved for work to Gabala, a touristic place, where it is difficult to find housing – so he is temporarily staying at a hotel. When he left Baku, he did everything himself – packed, loaded, unloaded, and unpacked all of his belongings.

“Suddenly, I remembered the process of moving. I’m living here temporarily. I just have my clothes and computer. But imagine a family who moves with all their belongings, with plates and forks, and blankets.

When you go to a new place, you unload them and people are watching. It was very difficult. Since we did not have permanent housing, some of our belongings were left in other places as storage. The school that you go to – when the teacher introduces you and the classmates ask you where you are coming from, why you moved from your last living place – you have to lie. It's not comfortable to talk about these things."

Theme 3: Discrimination

Another common factor among all three participants, a characteristic that evokes particularly strong negative emotions from all of them, was the discrimination they faced since childhood. All three participants narrated experiences of being intentionally referred to as a 'refugee' or 'displaced' by both children and adults in a patronizing context. They recalled the hostile emotions that those experiences have elicited in them, creating deep-seated shame, which has damaged their sense of self and identity. In addition, the participants mentioned the general lack of awareness and ignorance of 'city' inhabitants towards the 'town' folk that moved into 'their' city.

Participant 1

Participant 1, YB, remembered local 'city' children talking about displaced people – how poor they were or how they didn't know how to study. "They thought that the town folk were 'pilgrims' – that we didn't don't know what education was." YB couldn't prove to her classmates that she was well-off in

Zangilan because she had no possessions to show to them. In Zangilan, she was a straight A student. Both of her parents were educated and spoke Russian. So, the only way she could prove her intelligence and shine was through her schooling. So, whenever YB went to any school, she was always among the top students in her class.

“We [town folk] were simple people. And even if we are not educated, so what? They [city folk] thought we were barbarians. We would play with other children and the locals would point fingers at us saying that we were refugees. The locals didn’t call us IDPs – they called us ‘refugees’. I didn’t even know the difference between the two terms until much later.”

When YB and her older brother moved to Masalli to stay with their aunt for a period of time (without their parents), the teacher told every student in class that YB was a displaced student and that they should be respectful of that. The next day, YB was excited to be given rulers, pens, and pencils because she was serious about her education. However, her aunt got extremely offended and scolded YB for accepting those supplies. “She said to not let other people think that you’re poor. We can buy everything for you.”

One day YB’s older brother was physically attacked by his classmates because their father bought him a new raincoat. It was dark green, with a creamy inner lining. They wondered how a displaced child could afford a Made in USA

raincoat. Their father went to school and caused a big ruckus. He was furious at the administration and staff for perpetuating discrimination towards the displaced children and permitting damaging such behavior to continue. There was little awareness of how to handle these types of situations in the host community, which created a lot of resentment for the displaced population that settled in 'their' city.

Another painful reminder of their displaced status was how difficult it was for YB and her siblings to get registered at a school. Her mother searched for the best school, but only heard excuses — that they came late in the school year or that the school was not accepting new students. It seemed to YB that the school officials only wanted to accept financially well-off students. Once enrolled, YB remembered other students initially making fun of her by calling her names and insulting her identity. After the local children realized that she was a diligent student and studied hard, they accepted her as a friend and stopped insulting her. Other displaced children that weren't so hard-working continued to be picked on.

"Even my friend would call others 'refugee', and when I said that I'm also a refugee, they responded, "But I'm not talking about you, I'm talking about others." I was 'accepted' by then. Even though I was the only

refugee in the school, other local students would call each other 'refugee' just to insult each other."

Participant 2

It was not easy for *Participant 2, SM*, to admit that she was displaced either. She didn't want people to treat her any differently because of her circumstances. SM remembered an instance when someone at her mother's job told her mother that she didn't look and act like a 'refugee'. The statement both stumped and shocked her, making her reflect on the perceived negative attitudes that the city folk felt towards rural people. SM added:

"What do you mean by that? Should my mother have worn torn clothes? If I have good manners, am I not qualified to be a refugee? People had different attitudes and comments about refugees. For example, "Oh, because of these refugees, Baku doesn't look the same as before." Yes, the new settlers certainly changed the face of Baku – the city capital people missed the city as it was in the 70s and 80s. I didn't like telling others that I was also a refugee. So, I kept quiet about it."

Participant 3

Because *Participant 3, RJ*, was six at the time of his displacement, he began to understand his experience with discrimination a bit later in life. One of his earlier memories of discrimination was when his close neighbor once said that RJ and his family didn't resemble an IDP family. He recalled another instance when

someone who just learnt that RJ was displaced asked him whether he was really an IDP. "I replied, "Yes, I am." They were surprised and responded, "No, you can't be. You are too good, modern, educated to be an IDP," as if all IDPs are underdeveloped, unskilled, bandits, or cultureless." Still there were other times when people accused them of pretending to be displaced just to receive monetary assistance from the government.

RJ noted how the city habitants used to underestimate and consider IDPs of lower culture, education and layer of society. It was a big challenge to prove oneself to them and show one's real capabilities. "The wound was so deep that it took me years to heal it and say, "Yes, I'm an IDP, but I'm as capable if not more capable. The fact that I'm from the village and displaced doesn't say anything about my personality, knowledge, upbringing."

RJ noticed how some parents didn't allow their children to play with the displaced children.

"There were cases that I personally witnessed. I felt terrible when I saw it. Or sometimes when a kid was doing something bad, the parents were shouting at them, "Don't do it, are you an IDP?" as if all the IDP kids were naughty or mischievous. It's one of the worst things that could happen to kids. They were blamed for something they didn't do. It wasn't anyone's fault, but the children were paying the price of it."

As RJ reflects on the negative attitudes of the city folk towards the village folk (like himself), he agrees that there was a share of truth to it. In retrospect, he realized that people from Karabakh had a different lifestyle that was contrary to the city folk's way of life. People from the more remote villages were used to doing farm work and agriculture. So, when they became displaced, not everyone moved from one rural place to another. Many of them came to big cities and brought their culture and way of life. "People were keeping hens on the balconies, which was not acceptable because it's an apartment and it's not meant to keep farm animals there. The reason behind it was their [different] way of life."

Theme 4: Trauma

Another common factor among all three participants was the war-related trauma they experienced since childhood. Every participant shared their memories of war, death, and escape in detail, as well as major postwar effects of war and displacement on their mental well-being, health, and outlook on life. The participants confided in internalizing the negative effects of war and their inability to cope with them even in adulthood. Two out of three participants acknowledged having been significantly impacted by their lived experiences that they are unable to move on in certain aspects of their lives to this day.

Participant 1

Participant 1, YB, cited hearing frequent gunshots at all times of the day in the surrounding towns. Everyone around her was talking about what types of guns were being used. Eventually, at 10 years of age, she was able to identify the type of gun by the sound it made — out of the necessity of her circumstances. YB added that she was beginning to realize that she would have to flee as all the adults in town were either talking about fleeing soon or were already making arrangements. One day before YB's family fled, the locals brought her classmate's uncle's dead body home. They couldn't bury him properly according to local customs and traditions because the family didn't have enough time. They hastily buried his body in his grandmother's backyard and began preparing to flee. "I think his name was Maharram. His father was crying, saying we didn't have time to bury him. [...] As a child, we were nervous about where we'll go and how our life will be."

YB's family and their twenty or so neighbors piled into a big truck and fled to Iran. In their haste, YB wanted to go back home and get her backpack with books, but her mother wouldn't let her. YB remembered that backpack very well — it was a briefcase made of creamy leather with an iron clasp in the middle.

She loved it very much and was always very organized with her books and school supplies. As YB was reliving a happy memory, she was suddenly reminded of a painful one — she ended up taking a doll instead. It was closer to the door.

Interestingly, when asked what had stayed with her the most all these years, she was quick to answer that it was lack of love. She blames her father for not showing them enough love when they were children. Her mother was strict as well, especially when it came to their education. YB understands that her parents were busy providing the family with food and shelter, and thought that their children had to be strong, but all YB needed at that time was a parent's love. She sometimes even felt that the only reason her parents liked them was because she and her siblings were smart. She doesn't remember ever sitting on her father's lap, getting her hair caressed, and him telling her that she was a smart girl, like other parents usually did.

YB then recalled the time when she smelled her favorite food as a child while playing outside. Upon entering home, however, she realized that her mother prepared something else. The smell must have been coming from a neighbor's home. Reflecting on that memory, YB added that she needed that

food at that moment, just like she needed her parent's love growing up. Because she didn't get what she needed when she needed it the most, both the food and love created a deep void in her heart.

"I remember in kindergarten in Zangilan, we were playing outside one day and I smelled my favorite food – macaroni and ground meat. I thought I would eat it after, but when I came home we ate something different. I cook macaroni every day now, but never feel satisfied even when I eat two platefuls – it's never enough. I needed that food that day, just like I needed to be loved as a child. Some things should be done at the right time. If not, even if you have it later, it doesn't count as much."

YB described herself as 'spiritually empty' even now as an adult. She sought validation at every hurdle in her life and wanted to prove to everyone that she could do it. YB added that, unfortunately, she never succeeded in being loved by others. Even though she earned a lot of academic and professional success and people around her thought that she had everything, she felt different. She revealed that she couldn't overcome this feeling even after many years and had a lot of psychological training on what happiness is – all to no avail.

YB called Zangilan home for the first ten years of her life and formed strong connections with the land, its places and people. After having been away from her home for a long time, she now feels like an eternal vagabond with no desire to put down her roots anywhere. YB added that the warmth she once felt

about her hometown is forever gone and doubts she can ever return. She doesn't know what happened to her classmates and her neighbors all moved away.

"I feel like a tree that's been transplanted into soil. I try to motivate myself by saying that I will die this way or that, but I don't know if that's normal. I have fear and don't know how to feel about it. My applications would ask if there was a second name I used and I wanted to write 'Fear' because it's always with me. Until you experience it, you don't know what that feeling is. What I feel now, only IDPs and refugees can feel it."

Participant 2

As stated before, *Participant 2, SM*, was the oldest participant that took part in the study. She was able to make deeper connections to the situation as the fateful events were unfolding. When the news broke out that Agdam became occupied [in July 1993], she recalled that her neighbor, who was a doctor and had five children, hanged himself in his own home. He couldn't cope with the fact that Agdam was now occupied by Armenians. SM stated that it was extremely traumatizing to hear about the atrocities committed towards Azerbaijani people in Khojaly [in February 1992]. Many parents were fearful about their daughters being raped or tortured by Armenians if they would ever get captured.

Witnessing traumatic events as a child has caused SM long-lasting pain, forcing her to relive those memories whenever she reflects on that traumatic period of her life. She tearfully added:

“Even after many years, it still hurts. As you go back to your childhood, it still hurts. We lost our home. People go back and record videos of streets that we don’t even recognize. The houses are gone – just the trees remain. It is painful to go back, especially to see my family’s graves. Whenever someone in my family died, they were buried near my great-grandfather’s area. It is sad to lose that connection. It is so painful to watch the videos of people going back and recording themselves. I didn’t have any pictures fleeing Zangilan – my childhood or school pictures. I have no memory left.”

She remembered a very bad explosion at her school in Zangilan and all the children hurried into the courtyard. The principal said that he couldn’t be responsible for that many children and told all of them to go home. “The noise was terrifying. I still remember how the children were screaming and crying.”

SM fled to Baku covered in dust in the back of a military truck. She was one of the last people that left before the city fell to Armenian military forces. SM reflected on the huge impact that the war had left on her city.

“Zangilan lost a lot of young people. The city gave more *shahids* (martyrs) to the war than any other city. There were so many missing people among them. I personally knew many of them; so many young, patriotic guys who died in their early twenties.”

SM doesn’t believe that she will ever feel better. She once shared her childhood war experience with a psychologist from Tibet, and remembered how hard it was to contain her tears. It was not easy for SM to talk about it – it hurt her pride and made her feel vulnerable. She didn’t want people to feel sorry for

her. So, she told herself that she shouldn't show or share anything – she wanted to be strong and be seen as a strong person. Regardless, she wished for her story to be out there for other people to know about what happened to Azerbaijani children [during the First Karabakh War].

SM noticed that many people around her were also grieving on their own, like her. She couldn't confide in anybody because the others were also experiencing similar feelings, thoughts, and emotions. She added that she remembered hearing about many doctors passing away from heart attacks. Her own cousin developed many health issues and passed away.

“We had nobody to talk to about it. The other person was also suffering – why would you talk about your grief with the people who are also grieving? In Azerbaijan, it is hard to find anybody that isn't affected by war. Someone either participated in the war, someone became a refugee or someone got wounded. Everyone knows someone who was affected by the war.”

Participant 3

Participant 3, RJ, indicated that the biggest trauma that the First Karabakh War inflicted on him was through his schooling experience. He noted how for him, as a child, it was a huge trauma to go to yet another school and get socialized with the local children, especially when he had a 'label' on him — that

he was an IDP. He described the experience of registering in city schools as 'shameful' and added, "It was a very uncomfortable situation when the principal knocked on the door in the middle of class and asked, "Do you have an IDP student here?" You couldn't hide that fact, but you also couldn't (didn't want to) say that "Yes, it's me.""

It took RJ many years before he finally realized that being an IDP didn't make him 'ugly' or that it said anything bad about him. Whenever he accomplished something meaningful or achieved something important, he began to acknowledge that he did something that other guys couldn't. He had to nurture himself by saying that he wasn't any worse than those 'city guys'. It was at this crucial moment that he was coming into his own and openly revealing his displaced status to others.

"It was a little bit after my university years that I became comfortable with my identity. During my university times, I [still] had that sense of being ashamed or inferior. Before, I remember when I was a child, when there was even a conversation about IDPs, I would get very uncomfortable. I didn't even talk about it when someone asked [me] about it, but in this way, I could heal these wounds."

4.4 Education

The forced displacement significantly impacted the educational journey of all three participants. The interruption in their schooling lasted between a couple

of months to many years. All three participants cited frequent prolonged interruption in schooling because of frequent moves and discriminatory practices at host city schools that made it difficult to get enrolled due to the lack of residence paperwork. They also mentioned persistent financial hardship in getting to classes, and having to miss going to school on those days. Last, all three participants noted a shortage of qualified educators and low academic standards that were prevalent in local city schools.

In contrast, all three participants mentioned enjoying a great schooling experience in their towns before they fled, having qualified teachers and caring school staff all around them. They did not lack any resources to succeed, were provided for emotionally, and pointed out a high level of academic rigor. All three participants also cited a big difference in academic standards between their town and city schools, enrolling into local city schools being more prepared to succeed than the local children.

Theme 1: Interruption

Participant 1

When *Participant 1*, YB, became displaced, her family first fled from Zangilan to Imishli to stay with her aunt for 3 days. YB's parents were worried

about her education, so the family made the difficult decision to send YB and her older brother to live with her other aunt in Masalli, so the two could continue attending school. YB lived there for 2 months, after which the entire family decided to reunite and moved to Shirvan, where she lived for the next two years in a music school, half of which continued functioning as a music school and half of which was converted into temporary shelter for the displaced families. After living there for two years and attending a local school, the family was able to save up some money and permanently relocate to Sumqayit. Overall, YB changed schools three times, with persistent periods of interruption and absences due to frequent moves.

Participant 2

Participant 2, SM, recalled that starting May 1993 her school would hastily close on the days when heavy gunfire and explosions were heard in the distance. SM would sporadically attend school during that period, but couldn't focus on her studies or even perform daily duties, such as cleaning or cooking.

“Nobody was able to study in that state of mind. We were gathering outside of buildings as we did not want to be buried under the ruins if rockets fell on our homes.”

SM's mother worked as a nurse in the pediatric department of a local

hospital and would frequently come home late. For safety reasons, the lights in the house were turned off and she recalled being scared during those nights. Because of her mother's heavy work schedule and not wanting SM to miss out on her education due to the upcoming college entrance exams, her mother urged SM to move to Baku where she could stay with her older sister.

SM's school remained closed in September 1993, when the academic year traditionally began. Eventually, school administrators made the difficult decision to permanently close the school down because of the increase in frequency of shootings. Parents began sending their children to Baku because cities were falling one by one, and the decision came to evacuate the city. Zangilan fell to the Armenian armed forces and became occupied in October 1993.

Participant 3

Not having a permanent place, *Participant 3, RJ*, moved a lot with his family as well. RJ revealed having to change schools every year – some years a couple of times. He counted having studied in ten or eleven schools in his eleven years of schooling, before he graduated. It meant attending a different school every year. He started 1st grade in Baku, then moved back to Fuzuli once his family saw the situation become relatively calm. When the situation changed

again, they couldn't return to Baku because the place they were living in was given to another IDP family. This was when RJ moved to Goychay to live in his aunt's house. In 5th grade, he changed schools two or three times because of his family's living conditions.

"The interrupted education had some positive sides too in the way that when you leave a school you always have some good friends, good memories. But for a child, it's a huge trauma going to yet another school and getting socialized with these kids, especially when you have a label on you that you're an IDP."

Theme 2: High family expectations

One common factor between all three participants was the high education level and the corresponding position of economic stability held by their parents. *Participant 1's* mother was a physics teacher, while her father was an engineer who worked for the railway transportation department. *Participant 2's* family was also well-off before the war as SM's mother was a nurse in a pediatric unit. *Participant 3's* family also led a comfortable life before the war. Both of his parents were doctors. His father was the head physician of a hospital and his mother was a pediatrician. Because of the high education level of their parents, all three participants were expected to achieve as much if not more than what their parents had achieved.

The families' high expectations and focus on education were depicted in the choices they made to support their children's education, even during hardship. Five years after becoming displaced and after moving to more permanent accommodations in Sumqayit, Participant 1's parents enrolled her younger brother in a new English-focused private school that opened in the city. Despite financial constraints and two college-bound older children, YB's parents paid his annual tuition of \$500. Likewise, Participant 3 also attended a private school in 7th and 8th grades, where his parents paid a symbolic fee arranged by the school administrators being sympathetic to the financial situation of the family.

Participant 1

A short period after *Participant 1*, YB, moved to the music school in Shirvan to reunite with her entire family, they were given a choice to resettle in a resettlement camp in Sabirabad. The government was offering temporary living accommodations to refugee and displaced families about 30 miles away. The mother was strongly against moving there because she heard that education was inadequate. Advocating for her children's education was the one way she could help her children get ahead. "She always says that 80% of the child depends on

the family.”

After declining the offer and living in rough living conditions in the music school in Shirvan for the next two years, YB’s parents were finally able to save enough money to buy a small apartment closer to the city where their father worked. He was insistent on moving to the capital Baku, but the mother was adamant against relocating there. She wanted to move to Sumqayit, the suburbs just outside of the city, where she heard the schools were much better.

Once settled in Sumqayit, her mother searched for the best school for her children, but only heard excuses — that the children were coming in late in the school year or that the admission period was over. YB suggested that the schools at the time seemed to enroll only financially well-off students, even though YB was one of the top performing students at every school she attended.

Consequently, YB felt that her education was the only way for her to get ahead of her classmates – she thought she needed to be better and smarter than the best and the smartest student in her class. All of her grades were A’s because she studied really hard. The teacher would cold call YB every other day, but she was ready to answer their questions every day. During exam time her teachers wouldn’t even test her because they knew she was prepared with how frequently

she participated in class during the term. She graduated university with a red diploma — the highest possible.

After completing graduate school in the United Kingdom, YB was granted a ten-year visa to work in the U.S. Three years later, she returned back to Azerbaijan exhausted. She stated that the reason for studying so hard was to be educated – well-educated. She wanted to be a top student who was educated abroad, and she accomplished that goal. YB thought that after being educated, she would have her own office and be an administrator somewhere in the U.S.

“Education was like a shelter for me – as a shield, to protect and prove myself as a human being that I can do it, that I’m not dead. Right now, I’m not happy about it because I missed many things in life.”

Upon returning to Azerbaijan, she felt that she needed a change. “I was never after money — it was never important to me. I am a current doctorate student, but I froze it with no intention of returning because I feel that I am ‘done’ with education.” She doesn’t care to show anyone that she is educated anymore. Looking back at her overall educational journey, YB wishes that she had a mentor or a friend who would have been able to guide her to find happiness and fulfillment.

Participant 2

Participant 2, SM, reminisced about her old school with warmth. She mentioned how the quality of education in Zangilan was far superior to the education she was getting in Baku. Back home, her teachers would genuinely focus on their students, especially those in their last years of high school to help prepare them for university. She recalled her physics teacher constantly calling on 2–3 girls in class because they wanted to go to medical school. She appreciated the care her teachers showed and the high expectations they had for their students' future success. In her school in Baku, however, SM would oftentimes answer questions way faster than the local students. Everyone was surprised at the level of education SM received in Zangilan.

“My teachers in Zangilan were like our parents. It was a small city. They knew the parents and the parents trusted the teachers. The care back home was as if we were their own children – the attitude was very different. It was really difficult for me to adjust to Baku schools. The math teacher was really weak as well. That was a bit discouraging.”

Education was an important element in SM's family. Her brother was a student at the prestigious oil and gas academy and spoke fluent Russian, and one of her older sisters was a student at the medical academy. Her other sister spoke perfect Russian as well and graduated from a university in Russia. The

expectation for high academic and professional achievement was set for SM as well.

SM struggled to keep up her motivation during the turbulent times and found herself pretending to study for the sake of a grade. She confided that she wasn't mentally present and that it took a lot of effort to motivate herself to keep going. Her family's expectation was for SM to get accepted to university in the 1st round, not the 2nd. SM eventually passed her college entrance exams with high scores and enrolled in university in the 1st round for free. She credits her family's unconditional support as a key to her future success because high achievement was the expectation for her entire family. It motivated SM to stay on track to receive her master's degree and now, as an adult, she is always learning, improving, and gaining new skills as a result.

Participant 3

Participant 3, RJ, comes from a long line of educated professionals. Both of his parents were doctors and their siblings were also well-educated because education was an important element in their lives. Hence, RJ vividly recalled the bookshelf in his house as if it was yesterday. Some of RJ's toys were displaced on that bookshelf, where it also contained lots of big books. "I remember the red

series of the Azerbaijani Encyclopedia. They were thick red books, about 10 or 12 volumes.”

Because his parents held steady jobs that enabled them to bring uninterrupted income to the household even during their displacement, RJ considers himself extremely fortunate because he knew many people who had different circumstances.

“Because their parents couldn’t provide conditions for education (ex. clothing, textbooks), they did not get education. Some had to start working from childhood just to support their family, some joined the army, some assisted in the households and became farmers.”

RJ always dreamed of becoming a doctor just like his parents.

Unfortunately, even with high expectations from his parents as well as from himself, he was unable to realize that dream. With frequent moves around the country and constant changes in schools, he made the sad realization that he was so far behind in physics that he would never be able to catch up and get accepted into medical school. “It was kind of a shock for me because I didn’t know what else to do.” Eventually, he settled for a career in marketing where he found professional success and satisfaction.

4.5 Economic Prosperity

Theme 1: Resilience

Despite years of displacement, financial hardship and emotional toil, all three participants showed a tremendous amount of resilience throughout their educational journey. Their academic success came with years of hard work and grit, enabling them to achieve economic prosperity as adults. However, they attributed their motivation to succeed to different factors in their lives.

Participant 1 was motivated to succeed due to her longing to be loved by her parents and accepted by her peers. Participant 2 was motivated to succeed due to her strong desire to get gainful employment and begin financially contributing to her household. Participant 3 was motivated to succeed as a way to show gratitude to his parents for doing their best during years of hardship.

Participant 1

Participant 1, YB, was desperate to get parental love and emotional support as a child for years. Hoping to get her parents' affection, she decided to focus on academic success and instilled in herself a sense of academic competition with her peers to prove to everyone that she was smarter and more capable. She recounted the conditions in which she and her siblings had to study

for two years when the family lived in the music school in Shirvan. There was only one desk for all three of them, and it was divided into three parts — one for each sibling. YB’s voice changed as she began speaking fondly of that table, adding that it was the only place that was really ‘theirs’.

“My parents tried to regulate the desk use time and encouraged us by saying, “It’s just temporary – it’s not permanent. You need to study and will have a good life. It’s all in your hands.”

Many years after YB’s family moved to Sumqayit, she recounted traveling 1.5 hours every day to get to her university in Baku. She never missed a single class in four years. Wanting to get her master’s degree abroad in the United Kingdom, YB had to take the standardized test of English language ability for non-native speakers — the TOEFL. She had no internet at home to learn more about the test as it was installed only when she became a senior in college.

She added that she then went to the embassy library in the city and recalled seeing many thick books on TOEFL. The directions recommended studying at least 20 minutes every day, which is what she started doing. YB would visit the library every day, study for 20 minutes, then stop. Every day for six months, except weekends, she went there in the morning and studied until dinnertime. She would have breakfast at home and bring one cookie to last her

until dinnertime. When YB finished reading the last book on TOEFL, she recalled the librarian cheering her on. “The librarian’s name was Gulnar and she told me, ‘I just gave you the last book and you finished all of them, so go and pass the test.’”

Unfortunately, despite years of hard work, resilience, and academic success, YB was unable to get the love and validation she desperately needed from her parents and peers at crucial stages of her life. This, in turn, created an emptiness that had stayed with her all her life. Because of her hypercompetitive focus on academics, she missed out on making meaningful connections with her peers in the process, whom she regrets not giving a fair chance to get close to. YB concluded that being educated and having a successful career mean nothing to her now because they shouldn’t come at the expense of love.

Participant 2

Participant 2, SM, also showed a tremendous amount of resilience in achieving academic success despite facing significant financial hardship. The war and the breakup of the Soviet Union left the country in bad economic shape, creating long bread lines and devalued currency. SM’s mother’s salary would sometimes come in late, and even though three members of her family were

working, the money just wasn't enough. "Sometimes, I would skip school because my mother didn't get paid on time. I didn't have transportation money." On other days, "I would give my transportation money to my sister so that she would be able to go to school." She added that it took her family of four ten years to save up enough money to move out of their uncle's small studio and buy an apartment.

Throughout those difficult years, SM revealed that her fragile emotional state significantly interfered with her studies to the point where she admitted to pretending to study for the sake of a grade. "I wasn't mentally there. It took a lot of effort to motivate myself." Fortunately, with strong family support and hard work, SM was admitted to university to the journalism department. She recalled hearing on TV that the year she enrolled saw a huge number of applicants. "By that time, the university wasn't free anymore — half of the students paid [tuition], half didn't. I didn't have to pay because my scores were high."

SM added that her university professors were urging her to pursue her master's degree right after graduation because she showed a lot of promise, but she wanted to go straight to work. SM explained that because her mother worked very hard during those many years of hardship, she didn't want her

mother to continue working to support her through school anymore. So, she was determined to enter the workforce and lessen the financial burden on her family. However, after a number of years of working for local TV stations, SM decided to apply to graduate schools in the United States because so many people around her were choosing the United States for graduate studies.

SM showed tenacity throughout that period of her life as she began learning English. She had to become proficient in the language to get a competitive score on the TOEFL. "I worked really hard because competing with native speakers is definitely challenging in a way that there are cultural differences, communication styles are different."

SM now calls Virginia home and considers herself lucky that she was able to get her master's degree from Columbia University. She added that it was not easy to join the workforce as an immigrant because she lacked the support network that she had back home in Azerbaijan. As SM gained experience, she began feeling that she had enough skills to succeed in the labor market. SM now manages multi-million grant programs and works with 26+ agencies.

"I have skills where I can find jobs, but it wasn't easy in the beginning because I didn't go to school here. I didn't have a network here that other American students have. Obviously, I had to work much harder than other folks to be promoted."

Participant 3

Participant 3, RJ, had a very arduous educational journey. Because of his family's frequent moves, RJ changed his school every year. Naturally, the career path he wanted to pursue became unattainable as he fell further and further behind. He recalled having to rely on the generosity of his classmate to borrow the required textbook because there was a severe shortage of print material at the time. RJ also had to adapt to new teachers and their teaching styles with each new school.

“Every teacher teaches in his or her own way. Every school is strong, unofficially, in a certain discipline because of some teachers. You see one standard, [move], then you suddenly shift to another, and it affects you. Back in those days, the *yoxlama ishler* (quizzes), the practice that you see in one school might not be applicable in another. It was also a challenge to adapt to this way of learning.”

Still, he understood early on that a better life came with better education and was motivated to succeed no matter the difficult circumstances he was in. So, he began nurturing himself in areas where he needed to — both academically and emotionally. After a while, he began to realize that he was doing something that the other ‘city’ students weren’t. “Especially after certain accomplishments, you start to understand that I did something that others didn’t have. I’m not any worse when I compare myself with other city guys.”

RJ was motivated to succeed in school and began attaining academic achievement with hard work and determination. That was the only way to escape the hardship and repay his parents for everything they had provided him with, so he studied very hard. Through enduring perseverance, RJ began excelling academically and even attended a private Turkish lyceum for two years in middle school earning high marks. He added:

“I will be thankful to my parents my entire life that they didn’t leave us without books, without education. Education was the main trigger and the main reason for my accomplishments. At the same time, I’m well aware of the fact that not every parent could earn money to give money to private tutors, to private schools. In that sense, we were very lucky.”

Theme 2: Impact of displacement on parenting

The participants concluded their narrative stories by talking about how their lived experiences had shaped their outlook on how best to support their (future) children’s academic success and economic prosperity. All three participants excelled academically in school and became economically prosperous as adults. Still, having grown up with high family expectations and immense focus on education, they began questioning whether they would perpetuate high academic expectations with their own children.

Participant 1

Participant 1, YB, has a son in primary school who lives with her, with the grandparents visiting them on a regular basis since they live in the same apartment building. YB wished for her mother to stop pressuring her to be stricter with her son. Although she acknowledged that educated children had an easier transition into the labor market as adults, educated people were not necessarily the happiest. Because YB didn't get the parental love and affection she needed as a child, she grew up with a void that no success can replace. YB stated that she believes that being loved by one's family and being accepted by society is more important.

"Me being displaced isn't my fault – I didn't do anything wrong. Other kids would come to school, but my days were different. Every day, I felt the need to be charged and that charge had to come from love. Unfortunately, that support never came from my family. They thought that money and education was more important. And even now, I am begging for love."

YB admits that non-IDP people also have problems, but feels that she has an excuse — sometimes she just needs to blame someone. She knows how to change her own mind to bring happiness and balance into her life, but feels that her whole life would become meaningless if she did. "I don't know what it is to feel loved. If I [suddenly] get love, I don't even know if I would feel happy." So,

she tries to teach her son to be a good human being, to treat others right, be respectful and show love towards others. YB's mother would always ask her about her grades when she would come home from school, but YB stated that she would still love and show her love to her son even if he didn't get A's.

Participant 2

Even though *Participant 2, SM*, lacked motivation in secondary school and wanted to quickly graduate from college to enter the job market without continuing her education past the bachelor's degree, she continues to see education as a path to success. As such, she has been fully supporting her daughter in her academic journey. SM revealed that she wants her daughter to become a doctor or a lawyer because education is valued highly in her family. She added, "My husband has a PhD in Engineering. I couldn't marry someone who had less education." Thankfully, her daughter has been studying well and is enjoying academic success.

SM stated that her mother would always tell her that without a good education men could even find work doing construction. "Women, [however], had to have their education to fall back on in a way that wouldn't embarrass her, ex. work as a street cleaner, etc." Hence, SM would like her daughter to get a

good education regardless of what her future holds.

Participant 3

In comparison to the other two participants, *Participant 3, RJ*, had the least amount of pressure on him from his parents and himself to succeed and economically prosper in the future. He switched his college direction three times in high school and didn't settle into his current career role in marketing until well into his young adult years. Despite his tumultuous educational and professional journey, RJ believes that the only way to achieve economic prosperity is through academic success. He added that because he considers education immensely important, he will prioritize it for his future children just like his parents did it for him. However, he noted that it is not the only thing that he will try to instill in them.

In addition to focusing on education, RJ added that he will try to give his future children a lot of care and love. He believes that the two do not have to be mutually exclusive. He stated that a child should still feel loved by his/her parents regardless of academic achievements.

“Education is important, but it's not everything a parent can give their children. There are many more important things, ex. their care and love. My parents were not able to spend [much quality] time with us because of

their heavy workload. They did show us love and care, but it wasn't easy with them always being at work. I'm sure they would've liked to spend more time with us and give us even better things."

4.6 Participant Reflections

At the end of the interviews, the participants were given the opportunity to reflect on their experience by sharing their narrative. All three participants were appreciative to have participated in the study and shared their lived experiences. Two of the three participants became solemn upon finishing their story, reflecting on their lives today with long pauses. They divulged the feelings of emptiness, regret and sorrow that they live with every day and their inability to cope with those emotions in order to move forward. Only the third participant seemed hopeful for the future and showed enthusiasm for the times to come in his closing remarks.

Participant 1, YB, stated that she was grateful for the interview because she was able to share her feelings with someone else, which helped her relieve her grief. She also wanted people to be aware of these kinds of things in the world because every story matters.

"Why do we keep listening to people's stories? Is it to feel sad? I would feel sad if I used my sadness to show people that I'm sad. I want to share my feelings and background [life story]. There are many people I feel sorry to because I was very competitive and at times rude to. I felt

superior because I was smart, but looking back I don't even remember my classmates' names. I want to go back and tell them that education is not the way to happiness. I should've been kinder to them. My father's first question is, 'Did you go university?' Now I wonder if that's a good thing to ask. Some people like studying, others playing basketball, swimming, or sewing. Why is everyone so focused on being educated? Being educated means nothing if they have no feelings."

Participant 2, SM, stated, "We are not at fault. We didn't cause the war."

She added that the Second Karabakh War was even more traumatizing for her than the First Karabakh War because she saw so much injustice. She explained that there was a lot of disinformation coming from local politicians who became mouthpieces of lobby groups. She wanted to ask the Armenian people what the point of this whole war was.

"Why did they hurt us and why did they hurt themselves? We got our lands back [in 2020], but what did they gain from this war? Feeding the animosity and living with hatred will not bring anything to them. People who live here [in the U.S.] don't let people there live in peace. We are not the same nation who was kept in the dark during Soviet times. We will defend ourselves."

Participant 3, RJ, ended the interview on a reflective note and by sharing the hardship his parents must have gone through.

"When I compare the circumstances in which I was brought up and today, I think I am one of the luckiest IDP children that had a chance to get a relatively good education so that I could work and earn money. There were a lot of mature people who understood the situation and embraced the IDPs. They shared their meals with them even though the times were

tough. I wish you could include those details in your work, too. I'd also love it if your fellow researchers write about young parents who were IDPs. I think young parents that saw war couldn't live their lives well either. We were children and didn't understand as much. Many things were given [to us], but young couples had certain routines that were disrupted. I am 37 years old now, [whereas] my parents were even younger leaving their houses. Today, I am trying to put myself into their place and can't imagine the scale of how the change traumatized their lives. This could be an area of research in the future."

4.7 Researcher Reflections

Prior to conducting the study, the researcher wasn't quite sure how the study focus would resonate with the global Azerbaijani community as it was available to English, Azerbaijani, and Russian speakers that fit the inclusion parameters of participant recruitment (see Section 3.5: Participant Recruitment). The goal of the study was to amplify the voices of those that were affected by the First Karabakh War in 1988-1994 as children. Because there is very little research available in the English language on the topic of the First Karabakh War and its effects on children in particular, the researcher wanted to raise awareness of the effects of this war from the Azerbaijani perspective by sharing first-hand narratives of the participants. The First Karabakh War is still a very painful subject and, although it is a lot more socially accepted to talk about it 30 years later, it is still a very sensitive topic.

When participant recruitment began, there was a lot of interest in the topic within the greater Azerbaijani community. It was especially important to the three participants that eventually took part in the study because they felt very strongly that their stories needed to be told. The study seemed deeply important to all of them on a personal level that they were motivated to take part in it even without the financial incentive of \$50. In fact, two participants declined it, while one of them expressed a desire to donate the amount to a local charity. Notably, none of the participants inquired about any type of incentive at any point of initial contact, indicating a highly personal benefit to each participant by taking part in this study.

During the main interview, the participants were very frank about their lived experiences, thoughts and feelings, some of which they haven't even shared with their loved ones. They were also comfortable in sharing about the physical and psychological trauma they experienced during and after the war, as well as how it impacted their life as adults today. They all mentioned discrimination that they faced as children, and how that evolved in shaping their sense of sense and belonging within the greater Azerbaijani society today. In addition, all three participants mentioned having a high sense of motivation and

needing to succeed despite turbulent times and years of hardship and uncertainty.

All three participants narrated their lived experiences for over one and a half (1.5) hours during our first interview. None of the participants seemed to mind the additional time commitment or the desire to finish because the interviews were getting longer than one hour, as explained in the information session. In fact, two of the three participants even made themselves available until around midnight to complete the interview and data collection. The first participant went so far as to write out her answers to every single interview question before our first interview, having organized her thoughts in a very detailed manner. That same participant also shared a video of the school she visited with her family in 2021 where she lived with her parents and siblings for two years during her displacement in 1993–1995.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

This qualitative narrative research study explored the lived experiences of displaced Azerbaijani schoolchildren (now adults) before, during, and after the First Karabakh War in 1988–94. It investigated the lives and educational journeys of three participants seeking to identify a common thread among them that led to their economic prosperity in adulthood despite years of hardship and uncertainty. Research regarding the narratives of displaced Azerbaijani children during the First Karabakh War is virtually nonexistent as most of the knowledge focuses on general nationwide statistics and adults. Therefore, expanding the limited knowledge on this topic was the main reason behind this study.

This chapter presents the discussion of the results that were classified into three categories in Chapter Four: (1) displacement, (2) education, and (3) economic prosperity, by attempting to answer the two main research questions of this study. Relevant research findings are presented to try to understand the participants' lives from the global perspective of war, education, and economic prosperity. In addition, implications of the study, strengths and limitations of the study, as well as recommendations for future research are explored in the

following sections.

Research Question 1

What were the educational journeys of Azerbaijani refugee and displaced children during and after the First Karabakh War?

In analyzing the findings of the first research question, four common elements were found in participant lived experiences. All three participants reported experiencing long-term educational, housing and financial hardship, situational awareness, persistent discrimination, and the trauma they have felt for many years even after the First Karabakh War ended. These findings are consistent with similar research that has been conducted on children's educational journey during times of conflict in other countries and in Azerbaijan.

Specifically, research has identified a number of factors that impede continued access to schooling during war. They include: societal impediments to returning to school (Shakya, 2011; Rodriguez & Sanchez, 2008), educational infrastructure damage (United Nations General Assembly, 2013; Rodriguez & Sanchez, 2008; Ressler et al., 1993), educational spending cuts (O'Hare & Southall, 2007), loss of academic community (O'Malley, 2010), absence of qualified teaching staff (Winthrop & Kirk, 2008; Rodriguez & Sanchez, 2008; Ressler et al., 1993), loss of skills (Elbert et al., 2009), and behavioral problems and traumas

(Cervantes-Duarte & Fernandez-Cano, 2016; Guy, 2009; Winthrop & Kirk, 2008).

Notably, the availability and the adequacy of school facilities have been shown to have a direct relation to student attendance and achievement (Glewwe & Jacoby, 1994). In addition, due to exposure to armed conflict, children have been documented to have developed linguistic, social-emotional, or cognitive difficulties (Elbert et al., 2009).

In line with the research above, all three participants cited having experienced multiple barriers during and after their displacement. They included persistent housing insecurity after becoming displaced and for many years after the war ended in 1994. The participants added that it took their parents years of saving money by working multiple shifts to be able to afford more permanent housing and out of the resettlement camps. The oldest participant suggested the financial pressure to enter the job market earlier than she felt she was ready for in order to help with family finances.

Furthermore, all three participants mentioned attending schools with failing or damaged infrastructure either due to war or budget cuts prevalent at the time in the country due to the economic downfall and political instability following the collapse of the Soviet Union, which only exacerbated educational

inequities and access to necessary resources. They also cited the loss of a cohesive academic community they once enjoyed in their hometowns before displacement and each time they moved schools due to frequent relocation afterwards. All participants associated the absence of qualified teaching staff in host communities with lower academic rigor than they enjoyed in their hometown schools before the war, which contributed to the loss or inability to acquire critical skills for future economic prosperity. Lastly, all three participants stated to have experienced significant trauma and discrimination due to their displaced status and unfairness in being treated differently in society, resulting in significant social-emotional setbacks lasting well into adulthood.

In accordance with previous research on the topic of children's displacement during war and its effects on education from the global perspective, the findings of the study also agree with the literature available on the topic of the First Karabakh War. Particularly, the shortage of textbooks, low or delayed teacher salaries, lack of facilities and infrastructure, including plumbing, heating, and hot water (Asian Development Bank, 2019b, p. 13; Gureyeva-Aliyeva & Huseynov, 2011, p. 25; IDMC, 2010b; Azerbaijan State Statistical Committee, 2005) were all mentioned by the participants in their narratives.

In its 2003 report, the World Bank (Gureyeva-Aliyeva & Huseynov, 2011, p. 24; UNHCR, 2009; World Bank, 2003) evaluated the Azerbaijani national education system, citing inefficiencies that affected the preparedness of children to succeed beyond secondary school. The report mentioned nonattendance, inability to pay for uniforms and textbooks, and lack of sufficient supplies as factors in achieving higher educational goals. These factors were also mentioned by all three participants as significant hurdles in their interrupted schooling experience.

Furthermore, as prior findings suggest, the psychological well-being of the refugee and internally displaced population was not well-addressed as the majority of people didn't seem comfortable in seeking professional help, finding it shameful and a private family matter (Ismayilov & Ismayilov, 2002). The stigma of appearing to need psychological support after suffering the devastating effects of war, along with the blatantly discriminatory attitudes in host communities, further marginalizing the affected population (Gureyeva-Aliyeva & Huseynov, 2011, p. 43; World Bank, 2011, p. 47). This, in turn, only encouraged the segregation of the displaced population into closely-knit groups by familial or geographic ties. As a result, around 60% of the displaced children chose to segregate in schools with other similar displaced children, instead of co-

mingling with local children (Gureyeva-Aliyeva & Huseynov, 2011, p. 22; IDMC, 2010b, p. 7).

In accordance with the literature indicated above, all three participants also stated that they experienced psychological setbacks and were discriminated against by both adults and children in host communities. They also exhibited trauma of the escape, survival guilt, intense longing to return to their homelands, and disenfranchisement from the greater society as a result (Ismayilov & Ismayilov, 2002). Surprisingly, the previous research finding that showed that the displaced children chose to segregate in schools with other children from their immediate geographic affiliation because of discrimination (Gureyeva-Aliyeva & Huseynov, 2011, p. 22; IDMC, 2010b, p. 7) was not experienced by any of the participants. They stated the inability to register at local schools due to lack of residency paperwork in host cities as the biggest impediment to attending local schools and had little choice but to segregate.

Where past literature and the lived experiences of the participants diverge is the backgrounds of their parents and the distinct 'rural identity' they didn't have. While the majority of the adult displaced population came from an agricultural background with limited formal education (UNHCR, 2009, p. 10),

the parents of all three participants were highly educated and held respectable white-collar jobs with a considerable amount of community impact (ex. teachers, doctors, nurses). Furthermore, where fewer than 10 percent of the rural Azerbaijani population spoke Russian as a second language, the parents of all three participants spoke it with ease and taught it to their children (Shatalin, 1988). Finally, although the literature showed a perceived socioeconomic difference between the city folk having a 'modern' identity versus the rural folk having a distinct 'rural identity' (Khazanov, 1995, p. 12), the participants claimed that neither them nor their parents embodied the characteristics of the 'rural identity', even though they geographically resided in the more rural parts of the country.

Overall, the educational experience of all three participants can be described as full of hardship and uncertainty. As children and the most vulnerable group, they had to rely on the best judgment of their parents in order to survive and continue living despite the chaos around them. Their education was interrupted anywhere between a couple of months to ten years and had a long-term negative impact on all participants in terms of loss of self-realization and trauma. Nonetheless, because of personal motivation to succeed and high expectations from their parents and themselves, all three participants mentioned

being one of the highest achieving students at every school they attended. In particular, two participants confidently stated that they could've achieved a lot more had they not been displaced. The first participant's little brother stated that she would've probably studied at Harvard; the second participant stated that she would've probably learned Russian because everyone in her family spoke it; and the third participant stated that he would've probably become a doctor like his parents.

Research Question 2

How did the educational journey affect their economic outcomes in adulthood?

In analyzing the findings of the second research question, two common elements were found in participant lived experiences. All three participants reported that having a high degree of self-motivation and high family expectations contributed to their economic prosperity in adulthood. The participants have achieved not only academic success in childhood but also the consequent professional and economic stability in the labor market due to sustained hard work and grit. Interestingly, the findings above both agree with some participant lived experiences but also contradict other participant narratives with the available research on interrupted education and human

capital accumulation for children at war.

These mixed findings could partly be explained due to the limitation of having a small sample size that consisted of a unique group of individuals with a number of homogeneous characteristics. For example, all three participants came from economically stable families whose parents enjoyed continued employment throughout the war and displacement. Their parents also held advanced degrees and enjoyed social standing in their communities prior to the war. Although unable to be validated within the scope of this study, these individuals may have still achieved academic success and economic prosperity in adulthood regardless of their displacement and interrupted education.

Prior literature on the topic of children and self-motivation during times of war and displacement suggests that children's motivation to achieve academic success is linked with their belief in their own ability to accomplish a particular goal (Wigfield et al., 2012; Wigfield & Eccles, 2000). Research shows that students keep up their motivation in school if they believe that their goal is desired and attainable (Schunk, 1991); when they get confident in their capacity to learn (Wigfield & Eccles, 2000); or to affirm their self-worth and re/claim their identity during uncertain times (Bellino, 2018; Dryden-Peterson, 2017).

In line with the research above, all three participants showed a great deal of self-motivation because of a personal goal, which differed for each participant but attainable and desired by all three. In fact, one participant changed his goal three times (he desired to study medicine, then economics, then settling on international relations) and kept up his self-motivation to succeed throughout those times because each new goal was equally important and attainable for him. The other participant kept up her self-motivation throughout her schooling years to affirm her self-worth and re/claim her identity within her family. The third participant was self-motivated with a personal goal due to family financial reasons.

Studies have also shown that exposure to conflict reduces financial resources that households can spend on education (Shemyakina, 2011), forcing children from socioeconomically vulnerable households to search for work (Brown & Velasquez, 2017; Caceres et al., 2002), and oftentimes joining the informal economy and working in low-paid low-skilled jobs (SSCAR, 2000, p. 103-8). Children's education is further impacted by war as armed forces may target civilians (Azam & Hoeffler, 2002). Last, studies show that children drop out of school at a higher rate following the death of a parent (Evans & Miguel, 2007).

In addition, studies by Barro (1991) and Mankiw et al. (1992) have indicated the importance of education on the national economic growth rate. When armed or civil conflict breaks out, it has a negative effect on the national economic growth (Abadie & Gardeazabal, 2003; Alesina et al., 1996). Deininger & Okidi (2003) and Verwimp & Bundervoet (2008) have shown that a conflict has negative effects on the consumption output of households. To mitigate the economic disruption to the household caused by the conflict, families are sometimes forced to send their children into the labor market (Rodriguez & Sanchez, 2012; Duryea et al., 2007; Skoufias & Parket, 2006).

The lived experiences of participants in this study didn't quite agree with the literature above. Even though the three participants enjoyed relative financial stability before the outbreak of the First Karabakh War, they all reported experiencing significant financial hardship once they became displaced, validating existing literature on reduced financial resources in households. Nonetheless, none of the participants were pressured to drop out of school and search for work. In fact, their parents were adamant about them continuing their education despite all the difficulties they were experiencing. Notably, despite hearing about the deaths and severe injuries of their relatives and neighbors, the participants continued pursuing their education.

Sustained family social capital (i.e., relationships within the family members) in the form of high family expectations has also contributed to the participants' self-motivation to succeed in school as children and acquire critical skills, to graduate university with the highest red diploma, and to be ready to enter the labor market in adulthood. All three participants came from well-educated families where education was important and every family member was encouraged to achieve their highest academic potential despite the challenges along the way. This finding confirms prior research conducted by Major et al. (2013), Kanu (2008), Brown et al. (2006), that showed that family support was an essential factor in their children's academic success.

Interestingly, because of the high level of self-motivation exhibited by all three participants to succeed during and after the war (whether due to pressure or innate drive), all three participants may have still achieved academic success and economic prosperity regardless of war and displacement. In fact, two participants suggested to have been capable of achieving a lot more than they did have they not experienced hardship, displacement, and interrupted education, while the third participant became disillusioned with chasing higher academic and economic standing entirely due to untreated emotional issues.

5.2 Implications

This research study found that despite hardship, awareness, discrimination, and trauma experienced by all three participants in childhood during and after the First Karabakh War, high family expectations and resilience enabled them to achieve academic success in childhood and economic prosperity in adulthood. These findings suggest that despite growing up displaced during war and experiencing academic, psychological, and financial hardship, children may still be able to achieve economic prosperity in adulthood if they keep up their motivation throughout their schooling years to reach the desired goal with continued family involvement.

The innate drive to achieve a personal vision may be viewed as a constant factor to keep acquiring critical skills and preparing oneself for the labor market to become a contributing member of society. As a result, the affected children may still enjoy financial stability as adults despite the hardship experienced in childhood. Consequently, being able to successfully integrate into the labor market may enable those displaced young adults to forgo continued government assistance or enter the low-skilled short-term job market for long-term income.

These findings bring a unique perspective to the topic of displaced

children at war and human capital accumulation since all three participants were able to achieve economic prosperity despite tremendous hardship and uncertainty. Because prior literature mainly focused on national statistics of the Azerbaijani population, these findings can be used as a case study to explore broader factors that may help prepare the affected children for economic independence during times of war.

Broader implications of these findings include advising countries experiencing prolonged armed conflict to ensure arrangements are made for safe and uninterrupted education for students of all grade levels experiencing displacement and hardship. They would also be advised to provide the affected population with proper housing accommodations, especially for families with school-aged children that would require continued access to educational facilities and resources. Next, targeted policies may be implemented to ensure that children do not become separated from their families or siblings as the findings show the importance of family involvement in the child's future economic outcomes. Last, it would be beneficial to raise awareness of the discrimination that the children may be experiencing within the broader society due to war through no fault of their own since these findings also showed a link between a child's emotional well-being and continuous motivation.

5.3 Strengths and Limitations

Like all empirical studies, this study had a number of strength and limitations. The first limitation was the small sample size. To allow for timely data analysis and write-up by the end of April 2023, all data collection had to be completed within two months by the end of March 2023. Given the lack of extended amount of time to recruit and interview participants, only three participants were able to complete the study, while two eligible and willing participants that became available in the middle of April 2023 were unable to participate. Thus, although the researcher was able to draw suggestive inferences from participant data regarding findings, interpretations, and conclusions, they were not an exhaustive depiction of the diverse characteristics of varied lived experiences.

The second limitation was the restriction of compensation for international participants. The institution (Boston University) was providing a digital gift card to participants upon completion of the study that was only redeemable in the U.S.. As a result, eligible and willing international participants were not able to be compensated and, therefore, might have chosen not to partake in the study.

The third limitation was the lack of variation in the participant pool. All three participants were internally displaced (IDPs), came from economically stable families before the war that allowed their parents' continued employment during the displacement, and held advanced master's degrees. Thus, the study would have been more representative of the population being studied with the inclusion of refugee voices, participants from less economically stable households, and those with lower educational attainment.

The last limitation of this study was the difficulty in interviewing the participants through social media platforms. Because of the time difference between the researcher and the two participants living in Azerbaijan, as well as the sensitive nature of discussing lived experiences during the displacement and war, conducting interviews online made the experience less personal. As a result, some participants did not feel comfortable or forthcoming in sharing the more personal details of their lived experience, making the experience feel more of an interview and not a narration.

The research study also had three strengths. The first strength was that this study contributed to the limited body of literature that significantly lacks in not only Azerbaijani adult narratives during the First Karabakh War of 1988-94,

but specifically of Azerbaijani people who were children at the time of the conflict. Even though the study focused on a small number of participants that inadvertently shared similar characteristics, the narratives of displaced Azerbaijani children will raise awareness of their lived experiences during the prolonged 30-year conflict with Armenia.

The second strength of this study was the diverse mix of both domestic and international participants as it had one participant residing in the United States and two participants residing in Azerbaijan. This element makes this research particularly unique as prior studies of Azerbaijani refugee and displaced people primarily focused only on those residing within Azerbaijan.

The third strength of this study was the candidness and willingness of the participants to share detailed narratives of their lives to raise awareness of the financial, psychological, and educational hardship they endured during and after the war through no fault of their own. All three participants stated their interest in completing this study from the very first point of contact with the researcher. They also strongly believed in its purpose of empowering not only their voices and stories but of hundreds of thousands of similar Azerbaijani children whose voices and stories have not yet been heard, and may probably never will be.

5.4 Recommendations

Based on the findings of this research study, it is recommended that countries experiencing war or long-term armed conflict do a needs assessment of children's needs experiencing hardship to determine the best course forward. The assessment should include educational, housing, financial, and psychological needs of all schoolchildren that are impacted by the conflict. Because the inability to successfully integrate those children into the economy as adults may create a generation of people that may be unable to become contributing members of society, forgoing the needs of children during their crucial developmental and academic milestones will have long-term detrimental effects on the economy as a whole. As such, assessing and addressing their needs in a way that enables them to feel safe and understood will foster a smoother educational journey and labor market integration in adulthood.

In addition, it is vitally important to provide time-sensitive psychological services to the children that have experienced death, fear, housing insecurity, and financial hardship due to their geographic proximity to the conflict zone or involvement in war, resulting in their becoming displaced and losing the stability they once enjoyed. As the second participant stated, "Feeling safe is the first

thing that makes you happy. You don't think anybody might be hurting you. That's what a child needs – safety and tranquility to focus on their education.”

Last, to ensure the continued health and economic prosperity of the country, it is recommended for countries engaged in armed conflict to ensure the uninterrupted access to all educational facilities and resources despite logistical and situational challenges on the ground. Because children's education is severely impacted by the lack of infrastructure and qualified teaching staff, it is recommended to make arrangements for the creation of safe zones around schools and universities, as well as classifying educators as essential personnel and excluding them from the military draft.

In terms of future research on the topic of children's education during war and economic outcomes in adulthood, it is recommended to explore successful governmental programs and policies that have supported the displaced children by successfully integrating them into the labor market. Resources provided to children by humanitarian and non-governmental organizations should also be explored in terms of what resources were shown to be most needed in supporting the welfare of the vulnerable population.

Last, more research on the topic of the First Karabakh War and

Azerbaijani children should be conducted in order to get a better understanding of the impact of this war on around one million Azerbaijanis. A cursory keyword search in the ERIC database yields 0 results for 'Karabakh children', 2 results for 'displaced children Azerbaijan', and 1 result for 'refugee children Azerbaijan'. If policy recommendations are to be made following this ethno-territorial frozen conflict that lasted nearly thirty years, more research should be conducted on all affected groups to better understand its impact.

In addition, because this was a unique group of high-achieving bilingual participants from well-off families that had experience either living or traveling abroad, future research should involve participants that only speak Azerbaijani and have had limited exposure to foreign cultures and opportunities afforded to those that speak a second language. Furthermore, the narratives of Azerbaijani refugee children who fled Armenia for Azerbaijan, children from less economically stable households and those with lower self and parental educational attainment should be explored to include more varied Azerbaijani narratives from the First Karabakh War.

5.5 Conclusion

This qualitative narrative study explored the educational journey of internally displaced Azerbaijani children during the First Karabakh War in 1988-94 and how the war impacted their economic prosperity in adulthood. The study included three participants who were in 1st, 5th, and 10th grades when the war broke out, and documented their lives before, during, and after their displacement. The data was collected through one main interview, a questionnaire, and one follow-up interview.

The results of the study indicate that despite experiencing hardship, awareness, discrimination, and trauma, displaced children were able to become financially prosperous in adulthood with resilience and high family expectations. The results also showed that with sustained academic focus, the children were able to acquire the necessary skills to succeed in the labor market in adulthood, despite the psychological, financial, and educational hardships that the child in displacement was experiencing. It also indicates that ensuring uninterrupted access to educational facilities and resources enabled them to acquire critical skills to succeed in the labor market as adults.

APPENDIX

Appendix A: Participant Recruitment Form

Wheelock College of Education & Human Development
200 The Riverway, Boston, MA 02215
(+1) 617-353-2000



Dear _____,

My name is Roza Eynula and I am a 3rd year doctoral student at the Wheelock College of Education & Human Development at Boston University in Boston, MA, USA. I am also a full-time licensed PreK–12 ESL teacher in Massachusetts, USA.

I am beginning to recruit eligible and willing participants to participate in my dissertation study. The focus of my dissertation research is on the effects of displacement during the First Karabakh War in 1988–94 on the educational journey of children (now adults), and their human capital accumulation as adults. I would like to include your story in this study. I hope that by highlighting your life experience, we can empower other marginalized Azerbaijani refugee and internally displaced voices by raising awareness of your lived experiences.

If you agree to participate, you will need to commit to 1–3 hours to the study, depending on the amount of details you're comfortable with and willing to share. There will be 2 interviews conducted via an online social media communication tool (ex. Zoom or Skype). Interview questions and a demographic questionnaire will be sent to you prior to our first interview to help me better understand your life history and allow time for reflection on lived experiences. We may arrange an initial 30-minute call to discuss the logistics of the study, if desired.

Once the questionnaire is received, we will hold our first interview where we will explore your lived experiences as it relates to the focus of the study. Our second meeting will act as a follow-up to confirm the details provided prior and clarify any outstanding matters. You will be compensated with a \$50 digital gift card upon completion of this study.

If you choose so, your identity will be kept confidential throughout this study. If necessary, an Azerbaijani or Russian-English translator may be present to properly convey our messages. The findings of this study will be used in my final dissertation submission for the degree of Doctor of Education in Educational Leadership and Policy. They may also be published in journals or books, or submitted for academic conferences for research purposes to advance knowledge on the topic of this study.

If you decide to participate, please reply back and I will send you the Consent Form, which includes more details on the logistics of the study. Afterwards, we can schedule an informational meeting, so you fully understand your involvement in this research study.

Thank you for considering my request.

Sincerely,
Roza Eynula

Appendix B: Informed Participant Consent Form

Wheelock College of Education & Human Development
200 The Riverway, Boston, MA 02215
(+1) 617-353-2000



Title of Study

Education and Economic Integration: The effect of the First Karabakh War in 1988-94 on the educational journey of internally displaced and refugee Azerbaijani children and its effect on their economic outcomes in adulthood

Principal Investigator

Roza Eynula, Doctoral Student, Researcher, rozabaku@bu.edu
Dr. Pipier Smith-Mumford, Faculty Advisor, smumford@bu.edu

Introduction

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve.

About 3–10 people will participate in this study, which will take between 1-3 hours to complete. Interview sessions will be divided into 2 days and audio visually recorded remotely over BU Zoom and/or Skype to be revisited for transcription and analysis purposes. If you do not want to be audiovisually recorded, you *cannot* participate in this study. Please read the following information carefully and ask the researcher if you need more information.

Purpose of Study

The main purpose of this research study will be to explore and understand how the protracted 30-year ethno-territorial occupation of around 20% of Azerbaijani lands by Armenian armed forces affected the educational experience of displaced and refugee Azerbaijani children (now adults) during and after the First Karabakh War in 1990s. It will also examine the extent it has allowed, or

prevented, their human capital accumulation as adults. Given the lack of availability of in-depth personal narrative stories that focus on this topic, this study will contribute to the body of scholarly research currently available by lifting up the voices of the marginalized Azerbaijani refugee and displaced group that is the focus of this research study.

Risks

As the topic of this research study is sensitive and may trigger some past wounds, you may experience some psychological distress during the interview while reliving the events that transpired. Maximum effort will be taken to ensure that you feel comfortable during the conversations and throughout the entire process. However, if at any point you feel overwhelmed and unable or unwilling to continue, you may decline to answer any or all questions and may terminate your involvement in this research study. There are no direct benefits to participating in this research study.

Compensation

All participants that successfully complete this study will be awarded a \$50 digital VISA eGift card. No disbursement will be provided if you decide to terminate your participation and withdraw from this research study prior to the completion of data collection.

Confidentiality

If you desire to not have your name included in future publication, please let the researcher know, and all of your responses provided in this study will be anonymous. Every effort will be made by the researcher to reduce the risk of confidentiality loss, including the following:

- You will be assigned a pseudonym in all research notes and documents
- All original recorded notes, interview transcriptions, audio-video recordings and any other identifiable participant information will be kept confidential in a secure digital folder in a database supported by Boston University.

Please note, however, that in addition to the research team, certain personnel at Boston University may also have access to your study records for the purpose of participant safety and quality improvement. These personnel include the Boston University Institutional Review Board and Boston University Central Offices.

The IRB can be contacted at 617-358-6115 or at irb@bu.edu. The IRB Office webpage has information where you can learn more about being a participant in research, and you can also complete a Participant Feedback Survey.

Data Collection

The findings of this study will be used in my final dissertation submission for the degree of Doctor of Education in Educational Leadership and Policy. They may also be published in journals or books, or submitted for academic conferences for research purposes.

Audiovisual recording will be part of this study. If you do not wish to be recorded, you will *not* be able to participate. All audio recordings will be transcribed and shared with the participant, with the original files stored in a secure digital folder. By agreeing to participate, you are consenting to being audiovisually recorded.

Contact Information

If you have any questions about this study, you may contact the *Researcher* whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the *Researcher* (or Primary Investigator), please contact the *Faculty Advisor*, Dr. Pipier Smith-Mumford at the email address provided on the first page.

Participant Rights

1. I have read and discussed my role with the Researcher and understand what this research study entails. I give my written and verbal consent to take part in this study.
2. I understand that I will be interviewed and submit a questionnaire. I also understand the time commitment that is expected of me.
3. I understand the purpose of the study, its procedures, risks and benefits.
4. I understand that my participation is voluntary and that I can withdraw at any time.
5. I understand that by participating, there is no guarantee that my information will be used in the final submission.

6. I understand that any personal information that I do not wish to share will be concealed and kept confidential unless prior consent is obtained.
 7. I understand that I will be provided copies of my interviews for verification.
-

Appendix C: Translator Recruitment Form

Wheelock College of Education & Human Development
200 The Riverway, Boston, MA 02215
(+1) 617-353-2000



Dear _____

My name is Roza Eynula (the Researcher) and I am a 3rd year doctoral student at the Wheelock College of Education & Human Development at Boston University in Boston, MA, USA. The focus of my research is on the effects of displacement during the First Karabakh War in 1988–94 on the educational journey of Azerbaijani children (now adults) and their human capital accumulation in adulthood.

In order to empower marginalized Azerbaijani refugee and internally displaced voices and raise awareness of their lived experiences, I am recruiting an experienced Azerbaijani-English and Russian-English translator (the Translator). Having expert knowledge on the dissertation topic is not required, although highly desirable. If translating services are to be requested by the participant, you will be asked to translate during all informational and data-gathering interviews to and from English to the native language of the participant. The translation time commitment for each participant is 1–3 hours, with 3–10 participants taking part in the study. Your compensation will be \$250 upon completion of your duties.

All participant interview sessions will be recorded via online social media communication tools (ex. Zoom or Skype) for transcription and data analysis by the Researcher, so consent to be recorded is required. If you do not want to be audio recorded, you *cannot* translate for the participants. You also agree to preserve the confidentiality of all participant material and not share any identifiable information outside of the study.

If you accept the role of the Translator, please sign at the bottom of this form and send it back to the Researcher. We will then arrange an informational 30-minute call to discuss your translating duties in more detail.

Thank you for considering translating for my dissertation study.

Sincerely,
Roza Eynula

By signing below, I agree to the terms of my translation duties.

Translator's name _____ Date _____

Translator's signature _____

Researcher's name _____ Date _____

Researcher's signature _____

Appendix D: Interview Questions

Besides the two main research questions (#1 and 2) that was the focus of this dissertation, additional interview questions were prepared to guide the participant in viewing his/her life experiences from various points of view and encouraging a deeper reflection on the effects of the events that transpired on their lives.

1. What was your educational journey as a displaced child during and after the First Karabakh War?
2. How did the educational journey affect your economic outcomes in adulthood?
3. What were your lived experiences as a displaced school-aged child who fled the warzone and settled in a resettlement camp during the First Karabakh War?
4. How was your education impacted by war and protracted displacement?
5. What educational and economic resources were you provided with during their prolonged displacement?
6. What was your life before displacement? What about your schooling experience? Do you believe it would've been affected despite displacement?
7. How much were you able to integrate economically and into the job market 30 years later?
8. Did you experience any discrimination after fleeing? If so, what kind? How did it affect your life, access to services, educational journey, and

economic opportunities?

9. What did you feel after receiving your displacement identity card and how has it affected your identity and future direction?
10. Reflecting on your past experiences, what was the most difficult part of being displaced? What could have made the experience better or improved your educational experience?
11. What event or experience do you attribute to your economic standing today?
12. How do you view the educational journey of your own children? How valuable do you perceive education in their own household?
13. Was your story ever published anywhere before? If yes, what are your thoughts? If not, why do you think that is?

At the end of the interview, the participants will be asked whether they had any other thoughts or stories to share, which they haven't shared already. The researcher will also ask them for their opinion of the overall interview. All the questions were open-ended, to allow the participant to add any additional information they wanted to share with the researcher.

1. What did you think of the interview?
2. Do you think you relayed your story in the most complete and true manner?
3. How do you feel about sharing your life story with others through this interview?

4. Are there any other stories or events significant to your life you would like to share?
5. What final comment or takeaway message would you like to make?

Appendix E: Questionnaire

This questionnaire is designed to get a deeper understanding of your lived experience before, during, and after displacement. Please check all the answers that apply. For questions that you cannot fully answer, you can select 'Not applicable (N/A)', 'Don't know', or 'Prefer not to answer'.

General questions

1. *What is your current age?*

enter text years old

2. *Gender*

Male Female Nonbinary Agender Prefer not to answer

Other enter text

3. *Where do you currently reside?*

enter text town/city, enter text country

4. *What is your displacement status?*

Internally displaced Refugee Both Prefer not to answer

5. *Please select the highest level of education you obtained.*

Less than grade 5 Grade 6-8 High school College

Graduate school Other enter text

6. *What is your parents' highest level of education?*

Less than grade 5 Grade 6-8 High school College

Graduate school Other enter text

7. *What is your current marital status?*

Single Married Divorced Separated Widowed

Prefer not to answer Other enter text

8. *If applicable, is your spouse an internally displaced person (IDP) or a refugee? If so, what is their displacement status?*

Internally displaced Refugee other Prefer not to answer
 Not applicable Other enter text

Your life **before displacement (i.e., before the First Karabakh War started).**

9. *What city/town did you live in before displacement?*

enter text

10. *Who did you live with before displacement? Check all that apply.*

Parents Grandparents Sibling(s) Aunt(s)/uncle(s)
 Cousin(s) Other enter text

11. *If applicable, what resources did you and your family lack the most before displacement?*

enter text

12. *Did you have access to adequate health services before displacement?*

Yes No I don't know Prefer not to answer

13. *Did you have any health challenges before displacement?*

Yes No I don't know Prefer not to answer

14. *Did your parents/caregivers experience any health problems before displacement?*

Yes No I don't know Prefer not to answer

15. *What were your family finances like before displacement?*

Low Moderate High Very high I don't know
 Prefer not to answer

16. Did you have any educational challenges with schooling before displacement? If yes, please briefly explain.

No Yes

Your life during displacement (i.e., during the First Karabakh War).

17. How old were you when you became displaced? What grade in school were you?

years old

18. What city/town did you live in during displacement?

19. Who did you live with during displacement? Check all that apply.

Parents Grandparents Sibling(s) Aunt(s)/uncle(s)
 Cousin(s) Other

20. If applicable, what resources did you and your family lack the most during displacement?

21. Did you have access to adequate health services during displacement?

Yes No I don't know Prefer not to answer

22. Did you have any health challenges during displacement?

Yes No I don't know Prefer not to answer

23. Did your parents/caregivers experience any health problems during displacement?

Yes No I don't know Prefer not to answer

24. Were you separated from your parents/caregivers at any point during your displacement?

Yes No I don't know Prefer not to answer

25. Did you experience any discrimination during your displacement?

Yes No I don't know Prefer not to answer

26. Did you witness any violence during your displacement?

- Yes No I don't know Prefer not to answer

27. What were your family finances like during displacement?

- Low Moderate High Very high I don't know
 Prefer not to answer

28. If your schooling was interrupted, how long did you stop going to school for?

- 1-5 months 6-11 months 1-3 years >3 years
 I dropped out Other enter text

29. Did you have any educational challenges with schooling during displacement? If yes, please briefly explain.

- No Yes enter text

Your current life today in 2023

30. Who do you currently live with? Check all that apply.

- Live alone Parents Grandparents Sibling(s)
 Aunt(s)/uncle(s) Cousin(s) Other enter text

31. If applicable, what resources do you and your family lack the most currently?

enter text

32. Do you currently have access to adequate health services?

- Yes No I don't know Prefer not to answer

33. Do you currently have any health challenges?

- Yes No I don't know Prefer not to answer

34. Do your parents/caregivers currently experience any health problems?

- Yes No I don't know Prefer not to answer

35. Do you currently experience any discrimination in relation to your displacement history?

- Yes No I don't know Prefer not to answer

36. What do you currently do for a living?

enter text

37. What are your family finances like currently?

- Low Moderate High Very high I don't know
 Prefer not to answer

38. Would you like to share anything else about your experience before and during the displacement, or your current life?

enter text

Appendix F: "The law on social protection of IDPs" Decree

The Government of Azerbaijan
May 21, 1999
No. 669-1Q

Məcburi köçkünlərin və onlara bərabər tutulan şəxslərin sosial müdafiəsi haqqında

AZƏRBAYCAN RESPUBLİKASININ QANUNU

Azərbaycan Respublikasının Prezidenti HEYDƏR ƏLİYEV

Bakı şəhəri, 21 may 1999-cu il № 669-IQ <https://e-qanun.az/framework/4758>

M a d d ə 1 . Bu Qanunun məqsədi

Bu Qanun Azərbaycan Respublikasında məcburi köçkünlərin və onlara bərabər tutulan şəxslərin məskunlaşdırılması, sosial müdafiəsi tədbirlərini və bununla əlaqədar dövlət orqanlarının vəzifələrini müəyyən edir.

M a d d ə 2 . Məcburi köçkünlər və onlara bərabər tutulan şəxslər

Xarici hərbi təcavüz, müəyyən ərazilərin işğalı və ya mütəmadi atəş altında saxlanması nəticəsində Azərbaycan Respublikası ərazisində daimi yaşayış yerlərini tərk etməyə məcbur olub ölkə hüdudlarında başqa yerə köçmüş şəxslər bu Qanunun məqsədləri üçün məcburi köçkün hesab olunurlar.

Ermənistan Respublikasında və başqa dövlətlərdə aparılan etnik təmizləmə nəticəsində daimi yaşayış yerlərini tərk edib Azərbaycan Respublikasına gəlmiş və daimi məskunlaşmamış şəxslər məcburi köçkünlərə bərabər tutulurlar.

M a d d ə 3 . Bu Qanunun qüvvəsi

Bu Qanun 1988-ci il yanvarın 1-dən bu Qanunun qüvvəyə mindiyi vaxtadək məcburi köçkün olmuş və bu Qanunun 2-ci maddəsinin ikinci hissəsində

nəzərdə tutulmuş səbəbdən Azərbaycan Respublikasına gəlmiş şəxslərə şamil edilir.

Bu Qanunda nəzərdə tutulmuş sosial müdafiə tədbirləri məcburi köçkünlərin əvvəlki yaşayış yerlərinə qayıtması üçün şəraitin yarandığı vaxtdan üç il müddətində, məcburi köçkünlərə bərabər tutulan şəxslərin isə əvvəlki yaşayış yerlərinə qayıtması üçün şəraitin yarandığı və ya daimi məskunlaşdıqları vaxtadək qüvvədədir.

Məcburi köçkünlərə bərabər tutulan şəxslərin mənzil qanunvericiliyinə və ya mülki hüquqi əqdlərə əsasən ayrıca mənzil sahəsi əldə etməsi onların daimi məskunlaşması hesab olunur.

M a d d ə 4 . Məcburi köçkünlərin və onlara bərabər tutulan şəxslərin sosial müdafiəsi tədbirləri

Məcburi köçkünlər və onlara bərabər tutulan şəxslər (bundan sonra - “məcburi köçkünlər” adlandırılacaq) barəsində aşağıdakı sosial müdafiə tədbirləri tətbiq edilir:

- müvəqqəti yaşayış sahəsi ilə təmin edilməsi;
- məşğulluğun təmin edilməsi;
- sosial təminat;
- tibbi təminat;
- təhsil hüququnun təmin edilməsi;
- nəqliyyat və mənzil-kommunal və digər güzəştləri;^[1]
- vergi güzəştləri.^[2]

Azərbaycan Respublikasının qanunvericiliyi ilə məcburi köçkünlərə digər sosial müdafiə tədbirləri də müəyyən edilə bilər.

M a d d ə 5 . Məcburi köçkünlərin yaşayış sahəsi ilə təminatı

Məcburi köçkünlərin məskunlaşdırılması müvafiq icra hakimiyyəti orqanları tərəfindən həyata keçirilir. Məskunlaşdırma məqsədilə yaşayış üçün yararlı olan və ya yararlı hala salınması mümkün olan yaşayış, inzibati və yardımçı binalardan, habelə digər binalardan istifadə edilir. Məcburi köçkünləri belə binalarda məskunlaşdırmaq mümkün olmadıqda və ya müəyyən yaşayış məntəqələrində əhali sıxlığı buna imkan vermədikdə onlar məcburi köçkünlər üçün xüsusi olaraq təşkil edilmiş düşərgələrdə məskunlaşdırılırlar. Düşərgələr yaşayış üçün zəruri tələblərə cavab verməlidir.

Məcburi köçkünlərin müstəqil olaraq müvəqqəti məskunlaşmasına o halda yol verilə bilər ki, bu digər şəxslərin hüquqlarını və qanuni maraqlarını pozmasın. Belə hallar mövcud olduqda müvafiq icra hakimiyyəti orqanları məcburi köçkünlərin həmin yaşayış məntəqəsi daxilində başqa yaşayış sahəsinə köçürülməsini təmin etməlidirlər.

M a d d ə 6 . Məcburi köçkünlərə torpaq sahələri ayrılması, kreditlər verilməsi və texniki yardımlar göstərilməsi

Məcburi köçkünlərə məskunlaşdıqları rayonlarda kənd təsərrüfatı ilə məşğul olmaları üçün dövlət proqramına uyğun olaraq dövlət və bələdiyyə torpaq fondu hesabına müvəqqəti olaraq torpaq sahələri ayrılır, onlara güzəştli kreditlər verilir, texniki və digər yardımlar göstərilir. *Məcburi köçkünlərə dövlət mülkiyyətində olan kənd təsərrüfatı təyinatlı torpaq sahələrinin icarəyə verilməsi "Torpaq icarəsi haqqında" Azərbaycan Respublikası Qanununun 10-1-ci maddəsinə uyğun olaraq həyata keçirilir.* Torpaq sahələrinin istifadəyə ayrılması, kreditlərin verilməsi və yardımların göstərilməsi qaydaları və şərtləri müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən edilir.^[3]

M a d d ə 7 . Məcburi köçkünlərin məşğulluğunun təmin edilməsi

Məcburi köçkünlərin məşğulluğu dövlət proqramına uyğun olaraq müvafiq icra hakimiyyəti orqanları tərəfindən təmin edilir. Dövlət məcburi köçkünlərin müstəqil olaraq işə düzəlmələri, onların kommersiya və sahibkarlıq fəaliyyəti ilə məşğul olmaları üçün zəruri şərait yaradır.

Məcburi köçkünlərin məşğulluğunun təmin edilməsi dövlət idarə, müəssisə və təşkilatlarında kvota müəyyən edilməsi, yeni iş yerlərinin açılması və digər tədbirlərin görülməsi ilə həyata keçirilir.

Məcburi köçkünləri daimi işlə təmin etmək mümkün olmadıqda müvafiq icra hakimiyyəti orqanları onların müvəqqəti və mövsümi işlərə cəlb edilməsini təşkil edirlər.

Məcburi köçkünlərin işə qəbulu zamanı əmək kitabçasının təqdim edilməsi məcburi deyil. İdarə, müəssisə və təşkilatlarda ştatların və işçilərin sayının ixtisarı zamanı bu şəxslər işdə saxlanmaq üçün üstünlük hüququna malikdirlər.

Kommersiya və sahibkarlıq fəaliyyəti ilə məşğul olan məcburi köçkünlərə müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada bank kreditləri verilə bilər.

M a d d ə 8 . Məcburi köçkünlərin sosial təminatı^[14]

Məcburi köçkünlərin iş stajı və əmək haqqı barədə sənədləri olmadıqda onlara pensiya “Vətəndaşların pensiya təminatı haqqında” Azərbaycan Respublikasının Qanununda müəyyən edilmiş qaydada təyin edilir.

Məcburi köçkünlərə əmək qabiliyyətini müvəqqəti itirməyə görə Azərbaycan Respublikasının Əmək Məcəlləsinin 74-cü maddəsinə uyğun olaraq müavinət iş stajından asılı olmayaraq əmək haqlarının tam həcmində ödənilir.^[15]

M a d d ə 9 . Məcburi köçkünlərə maddi yardımlar

Məcburi köçkünlərin birdəfəlik və mütəmadi pul yardımları, ərzaq və sənaye məhsulları ilə təmin edilmələri müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada həyata keçirilir.

Hüquqi və fiziki şəxslər, beynəlxalq təşkilatlar məcburi köçkünlərə maddi və digər humanitar yardımların göstərilməsində müstəqildirlər. Bu şəxslərin humanitar fəaliyyəti müvafiq icra hakimiyyəti orqanı tərəfindən əlaqələndirilir.

M a d d ə 10 . Məcburi köçkünlərin tibbi təminatı^[16]

Məcburi köçkünlərə tibbi xidmət müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada dövlət tibb müəssisələri tərəfindən göstərilir.

Məcburi köçkünlərə dərman preparatları almaq üçün müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən olunmuş qaydada və məbləğdə müavinət verilir.

M a d d ə 11 . Məcburi köçkünlərin təhsil hüquqlarının təmin edilməsi

Yaşayış məntəqələrindən kənarında yaradılmış düşərgələrdə məskunlaşmış məcburi köçkün uşaqlarının məktəbəqədər və ümumi orta təhsili müvafiq icra hakimiyyəti orqanı tərəfindən təhsil standartlarına uyğun olaraq təşkil edilir. Ümumtəhsil məktəblərində oxuyan məcburi köçkün uşaqları müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən olunmuş qaydada dərslərlə və dərslərlə ləvazimatları ilə təmin olunurlar.^[17]

Qeyri-dövlət ali və orta peşə-ixtisas təhsil müəssisələri məcburi köçkün tələbələrin normal təhsili üçün müəyyən güzəştlər edə bilirlər.^[18]

M a d d ə 1 2 . M ə c b u r i k ö ç k ü n l ə r ə n ə q l i y y a t x i d m ə t i

Yaşayış məntəqələrindən kənarında yaradılmış düşərgələrdə məskunlaşmış məcburi köçkünlərin yaxınlıqdakı yaşayış məntəqəsinə gedib-gəlmələrinin təşkili üçün müvafiq icra hakimiyyəti orqanları nəqliyyat vasitələri ayırırlar. Məcburi köçkünlər müvafiq icra hakimiyyəti orqanının qərarına əsasən məskunlaşma yerini dəyişdikdə onların əmlakının daşınma xərcləri dövlət hesabına ödənilir.

M a d d ə 1 3 . M ə n z i l v ə k o m m u n a l x i d m ə t i g ü z ə ş t l ə r i

Məcburi köçkünlərə mənzil-kommunal xidmətlərindən və telefondan (şəhərlərarası və beynəlxalq danışıqlar istisna olmaqla) istifadə haqqını ödəmək üçün müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən olunmuş qaydada və məbləğdə müavinət verilir.^[9]

M a d d ə 1 4 . M ə c b u r i k ö ç k ü n l ə r ə d ö v l ə t r ü s u m u ö d ə m ə k d ə g ü z ə ş t l ə r ^[10]

Məcburi köçkünlər şəxsiyyət vəsiqəsinin verilməsinə görə, habelə 1994-cü il iyunun 1-dək mülkiyyət hüququ əsasında əldə etdikləri şəxsi minik avtomobillərinin texniki baxışı, texniki pasportlarının, dövlət nömrə nişanlarının, sürücülük vəsiqələrinin dəyişdirilməsi zamanı bu əməliyyatlar üçün nəzərdə tutulmuş dövlət rüsumu ödəməkdən azaddırlar.^[11]

M a d d ə 1 5 . B e y n ə l x a l q m ü q a v i l ə l ə r

Bu Qanunla Azərbaycan Respublikasının tərəfdar çıxdığı dövlətlərarası müqavilələr arasında ziddiyyət yaranarsa, həmin beynəlxalq müqavilələr tətbiq edilir.

İSTİFADƏ OLUNMUŞ MƏNBƏ SƏNƏDLƏRİNİN SİYAHISI

1. 15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**)

2. 23 noyabr 2001-ci il tarixli 219-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 736**)
3. 23 dekabr 2005-ci il tarixli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 30 dekabr 2005-ci il)
4. 6 mart 2007-ci il tarixli 260-IIIQD nömrəli Azərbaycan Respublikasının Qanunu(**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2007-ci il, № 5, maddə 401**)
5. [12 oktyabr 2018-ci il tarixli 1287-VQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 17 noyabr 2018-ci il, № 259, **Azərbaycan Respublikasının Qanunvericilik Toplusu, 2018-ci il, № 11, maddə 2206**)

QANUNA EDİLMİŞ DƏYİŞİKLİK VƏ ƏLAVƏLƏRİN SİYAHISI

^[1]23 noyabr 2001-ci il tarixli 219-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 736**) ilə 4-cü maddənin birinci hissəsinin yeddinci abzasında "güzəştləri" sözü "**və digər güzəştləri**" sözləri ilə əvəz edilmişdir.

^[2]23 noyabr 2001-ci il tarixli 219-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 736**) ilə 4-cü maddənin birinci hissəsinin səkkizinci abzası çıxarılmışdır.

^[3][12 oktyabr 2018-ci il tarixli 1287-VQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 17 noyabr 2018-ci il, № 259, **Azərbaycan Respublikasının Qanunvericilik Toplusu, 2018-ci il, № 11, maddə 2206**) ilə 6-cı maddəyə yeni məzmununda ikinci cümlə əlavə edilmişdir və üçüncü cümləyə "**Torpaq sahələrinin**" sözlərindən sonra "**istifadəyə**" sözü əlavə edilmişdir.

^[4]6 mart 2007-ci il tarixli 260-IIIQD nömrəli Azərbaycan Respublikasının Qanunu(**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2007-ci il, № 5, maddə 401**) ilə 8-ci maddəsinin birinci hissəsi çıxarılmışdır.

^[5]23 dekabr 2005-ci il tarixli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 30 dekabr 2005-ci il) ilə 8-ci maddənin ikinci hissəsində

"sosial sığorta ödəmələri" sözləri "Azərbaycan Respublikasının Əmək Məcəlləsinin 74-cü maddəsinə uyğun olaraq müavinət" sözləri ilə əvəz edilmişdir.

[61](#)15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**) ilə 10-cu maddə yeni redaksiyada verilmişdir.

Əvvəlki redaksiyada deyilirdi:

Məcburi köçkünlərə tibbi xidmət bilavasitə məskunlaşdıqları ərazidə yerləşən tibb müəssisələri tərəfindən göstərilir. Yaşayış məntəqələrindən kənarada yaradılmış düşərgələrdə məskunlaşmış məcburi köçkünlərə tibbi xidmət müvafiq icra hakimiyyəti orqanı tərəfindən təşkil edilir.

Məcburi köçkünlər dövlət tibb müəssisələrində birinci növbədə yerləşdirilirlər və tibbi xidmətin bütün növlərindən pulsuz istifadə edirlər.

Məcburi köçkünlər müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada dərman preparatları ilə pulsuz təmin edilirlər.

[62](#)15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**) ilə 11-ci maddə üzrə birinci hissənin 2-ci cümləsi yeni redaksiyada verilmişdir.

Əvvəlki redaksiyada deyilirdi:

Yaşayış məntəqələrindən kənarada yaradılmış düşərgələrdə məskunlaşmış məcburi köçkün uşaqlarının məktəbəqədər və ümumi orta təhsili müvafiq icra hakimiyyəti orqanı tərəfindən təhsil standartlarına uyğun olaraq təşkil edilir. Ümumtəhsil məktəblərində oxuyan məcburi köçkün uşaqlar dərslərlə və dərslərlə ləvazimatları ilə pulsuz təmin olunurlar.

[63](#)15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**) ilə 11-ci maddə üzrə ikinci hissənin 1-ci cümləsi çıxarılmışdır.

Əvvəlki redaksiyada deyilirdi:

Dövlət ali və orta peşə-ixtisas təhsili müəssisələrində ödənişli formada təhsil alan məcburi köçkünlər təhsil haqqını ödəməkdən azaddırlar. Qeyri-dövlət ali və orta peşə-ixtisas təhsil müəssisələri məcburi köçkün tələbələrin normal təhsili üçün müəyyən güzəştlər edə bilirlər.

[91](#)15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**) ilə 13-cü maddə yeni redaksiyada verilmişdir.

Əvvəlki redaksiyada deyilirdi:

Məcburi köçkünlər mənzil, kommunal xidmətlər (su təchizatı, qaz, elektrik enerjisi və s.) və telefondan istifadə (şəhərlərarası və beynəlxalq danışıqlar istisna olmaqla) haqqını ödəməkdən azaddırlar.

[101](#)23 noyabr 2001-ci il tarixli 219-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 736**) ilə 14-cü maddənin adında "**vergi güzəştləri**" sözləri "**dövlət rüsumu ödəməkdə güzəştlər**" sözləri ilə əvəz edilmişdir.

[111](#)23 noyabr 2001-ci il tarixli 219-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 736**) ilə 14-cü maddənin mətnindən "**gəlir vergisindən**", "**və vergiləri**" sözləri çıxarılmışdır.

Əvvəlki redaksiyada deyilirdi:

Məcburi köçkünlər gəlir vergisindən, şəxsiyyət vəsiqəsinin verilməsinə görə, habelə 1994-cü il iyunun 1-dək mülkiyyət hüququ əsasında əldə etdikləri şəxsi minik avtomobillərinin texniki baxışı, texniki pasportlarının, dövlət nömrə nişanlarının, sürücülük vəsiqələrinin dəyişdirilməsi zamanı bu əməliyyatlar üçün nəzərdə tutulmuş dövlət rüsumu və vergiləri ödəməkdən azaddırlar.

Appendix G: "The law on the status of refugees and IDPs" Decree

The Government of Azerbaijan

May 21, 1999

No. 668-1Q

Qaçqınların və məcburi köçkünlərin (ölkə daxilində köçürülmüş şəxslərin) statusu haqqında

AZƏRBAYCAN RESPUBLİKASININ QANUNU

Azərbaycan Respublikasının Prezidenti HEYDƏR ƏLİYEV

Bakı şəhəri, 21 may 1999-cu il № 668-IQ <https://e-qanun.az/framework/4757>

I f ə s i l ÜMUMİ MÜDDƏALAR

M a d d ə 1 . Bu Qanunda istifadə edilən əsas anlayışlar

Bu Qanunda istifadə edilən əsas anlayışlar aşağıdakı mənaları daşıyır:

qaçqın - Azərbaycan Respublikasının vətəndaşı olmayıb, irqi əlamətinə, milliyyətinə, dini etiqadına, müəyyən sosial qrupa mənsubluğuna və ya siyasi əqidəsinə görə təqiblərin qurbanı olmaq barəsində tam əsaslı ehtiyat üzündən vətəndaşı olduğu ölkədən kənar qalan və eyni ehtiyat üzündən həmin ölkənin himayəsindən istifadə edə bilməyən və ya istifadə etmək istəməyən, yaxud müəyyən vətəndaşlığı olmayıb oxşar hallar nəticəsində əvvəl adətən yaşadığı ölkədən kənar qalan, ehtiyat üzündən oraya qayıda bilməyən və ya qayıtmaq istəməyən şəxsdir;

məcburi köçkün (ölkə daxilində köçürülmüş şəxs) - Azərbaycan Respublikası ərazisində hərbi təcavüz, təbii və texnogen fəlakət nəticəsində daimi yaşayış yerini tərk etməyə məcbur olub başqa yerə köçmüş şəxsdir.

Başqa ölkədəki daimi yaşayış yerini bu maddənin birinci hissəsində göstərilən əsaslara görə tərk etməyə məcbur olub Azərbaycan Respublikasına gəlmiş Azərbaycan Respublikası vətəndaşına müvafiq icra hakimiyyəti orqanının qərarı ilə məcburi köçkün statusu verilə bilər.

M a d d ə 2 . Qaçqın statusunun verilmədiyi hallar

Aşağıdakılara qaçqın statusu verilmir:

beynəlxalq hüquqda təyin edildiyi kimi, sülhə qarşı cinayət, hərbi cinayət, bəşəriyyətə və ya insanlığa qarşı cinayət törətmiş müəyyənləşdirilmiş şəxsə;

Azərbaycan Respublikasının ərazisinə gələnə qədər onun hüduqlarından kənarda qeyri-siyasi xarakterli ağır və ya xüsusilə ağır cinayət törətmiş şəxsə;^{III}

Birləşmiş Millətlər Təşkilatının məqsəd və prinsiplərinə zidd əməllər törətməkdə müqəssir olan şəxsə.

M a d d ə 3 . Əcnəbilərə və vətəndaşlığı olmayan şəxslərə Azərbaycan Respublikasında siyasi sığınacaq verilməsi

Əcnəbilərə və vətəndaşlığı olmayan şəxslərə siyasi sığınacaq Azərbaycan Respublikası Konstitusiyasının 70-ci maddəsinin birinci hissəsinə və 109-cu maddəsinin 21-ci bəndinə uyğun olaraq verilir.

M a d d ə 4 . Qaçqın Statusu almaq istəyən şəxsin Azərbaycan Respublikasının ərazisinə buraxılması

Qaçqın statusu almaq istəyən şəxs Azərbaycan Respublikasının ərazisinə Azərbaycan Respublikasının qanunvericiliyinə müvafiq surətdə sərhəd-nəzarət məntəqələrindən buraxılır.

M a d d ə 5 . Qanunsuz gəlməyə görə məsuliyyətin tətbiq edilməməsi. Qaçqınların gəldikləri ölkəyə göndərilməməsi və ya məcburi qaytarılmaması

Bu Qanunun 1-ci maddəsinin birinci hissəsində göstərilmiş səbəblərə görə başqa dövlətdən qanunsuz olaraq Azərbaycan Respublikasına gəlmiş və mümkün qədər tez müvafiq səlahiyyətli orqana müraciət etmiş şəxs həmin orqanın əsaslandırılmış qərarı ilə Azərbaycan Respublikasının qanunvericiliyində nəzərdə tutulan məsuliyyətdən azad edilir.

Qaçqın bu Qanunun 1-ci maddəsinin birinci hissəsində göstərilmiş səbəblərə görə onun həyat və ya azadlığını təhlükə gözləyən ölkəyə heç bir halda göndərilmir və ya məcburi qaytarılmır.

II f ə s i l

QAÇQINLARIN VƏ MƏCBURİ KÖÇKÜNLƏRİN (ÖLKƏ DAXİLİNDƏ KÖÇÜRÜLMÜŞ ŞƏXSLƏRİN) HÜQUQİ STATUSU

M a d d ə 6 . Qaçqınların və məcburi köçkünlərin (ölkə daxilində köçürülmüş şəxslərin) hüquq və vəzifələri

Azərbaycan Respublikasının Konstitusiyasında, bu Qanunda və digər qanunvericilik aktlarında başqa hal nəzərdə tutulmayıbsa, qaçqınlar Azərbaycan Respublikası vətəndaşlarının hüquq və azadlıqlarından istifadə edir, onlarla eyni vəzifələri daşıyırlar.

Qaçqın və ya məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) statusunu almış şəxsə müəyyən edilmiş qaydada aşağıdakı təminatlar verilir:

iş və ya yaşayış yeri əldə edənədək xüsusi ayrılmış yerlərdə, lakin ən çoxu üç ay müddətində *müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada yaşamaq*;^[2]

haqq ödəmədən müvəqqəti yaşayış yerinə getmək və əmlakını aparmaq; müvəqqəti yaşayış yerində və xəstəxanalarda qocaların, uşaqların, *əlilliyi olan şəxslərin*, aztəminatlı və ailə başçısını itirmiş şəxslərin *müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada* lazımı pulsuz dərman və tibb yardımını almaq;^[3]

uşaqların məktəbəqədər tərbiyə ocaqlarında, yeniyetmələrin və gənclərin müvafiq təhsil müəssisələrində təhsil almaq;^[4]

yaşayış məntəqələrində daimi yaşayan vətəndaşlarla eyni əsaslar üzrə ərzaq və sənaye malları almaq;

dövlətin təyin etdiyi birdəfəlik və digər yardım almaq;

xəstəlik, əlillik və ya ahıllıqla əlaqədar özünəqulluq qabiliyyəti, habelə şəxsə (ailəyə) qulluq və köməklik göstərə biləcək əmək qabiliyyətli qohumları və ya qanuni nümayəndələri olmayan pensiyaçıların və əlilliyi olan şəxslərin xüsusi sosial təminat müəssisələrində ilk növbədə yerləşdirilməsi;^[5]

Bu Qanunla müəyyənləşdirilmiş müddətdə qaçqın və ya məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) statusunu almaq;

dəymiş maddi və digər ziyanın ödənilməsi məsələsini qaldırmaq;

pozulmuş hüquqlarının müdafiəsi üçün məhkəməyə müraciət etmək;

əvvəlki yaşayış yerlərinə qayıtmaq hüququ.

Azərbaycan Respublikasında qaçqın statusu almış əcnəbilər və vətəndaşlığı olmayan şəxslər onlara Azərbaycan Respublikasının hüdudlarından kənara getmək üçün verilən "Yol sənədi" əsasında Azərbaycan Respublikasından gedə və viza almadan Azərbaycan Respublikasına gələ bilirlər.^[6]

Qaçqın statusu almış şəxs Azərbaycan Respublikasının qanunvericiliyində əcnəbilər və vətəndaşlığı olmayan şəxslər üçün nəzərdə tutulan hüquqlarından istifadə edir və vəzifələri daşıyır.

Qaçqın statusu almış şəxs iş və ya yaşayış yeri əldə edəndə, lakin 3 aydan artıq olmayan müddətə Azərbaycan Respublikasının Miqrasiya Məcəlləsi ilə müəyyən edilmiş qaydada müvafiq icra hakimiyyəti orqanının qanunsuz miqrantların saxlanması mərkəzlərində könüllü yerləşdirilə bilər.^[7]

M a d d ə 7 . Qaçqınların yerli şəraitə uyğunlaşması və təbəəliyə keçməsi, onlara humanitar yardım verilməsi

Qaçqınların yerli şəraitə uyğunlaşması, təbəəliyə keçməsi, dili öyrənməsi, öz hüquq və vəzifələri ilə tanış olması üçün şərait yaradılır.

Qaçqın humanitar yardımdan istifadə edə bilər.

Qaçqın Azərbaycan Respublikasının vətəndaşlığını "Azərbaycan Respublikasının vətəndaşlığı haqqında" Azərbaycan Respublikasının Qanununa müvafiq surətdə əldə edir.

M a d d ə 8 . Əcnəbilərin və vətəndaşlığı olmayan şəxslərin başqa ölkəyə göndərilməsi

Bu Qanuna müvafiq surətdə qaçqın statusu və sığınacaq verilə bilməyən şəxs "Əcnəbilərin və vətəndaşlığı olmayan şəxslərin hüquqi vəziyyəti haqqında" Azərbaycan Respublikasının Qanununa uyğun olaraq Azərbaycan Respublikasından başqa ölkəyə göndərilə bilər.^[8]

III f ə s i l

QAÇQIN VƏ YA MƏCBURİ KÖÇKÜN (ÖLKƏ DAXİLİNDƏ KÖÇÜRÜLMÜŞ ŞƏXSİN) STATUSUNUN ƏLDƏ EDİLMƏSİ. QAÇQIN STATUSUNUN İTİRİLMƏSİ

M a d d ə 9 . Qaçqın və ya məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusu vermə və qaçqın statusundan məhrum etmə məsələsini həll edən orqanlar

Qaçqın və ya məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusu vermə və qaçqın statusundan məhrum etmə məsələlərinə dair qərarları Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanları qəbul edirlər.

M a d d ə 10 . Qaçqın və məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusu verilməsi haqqında vəsatətin qaldırılması qaydası

Qaçqın statusu almaq niyyətində olan şəxslər onlara qaçqın statusu verilməsi haqqında ərizə ilə Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanına müraciət etməli, məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusu verilməsi üçün isə Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanında qeydiyyatdan keçməlidirlər.

Qaçqın statusu verilməsi haqqında vəsatətə baxılması qaydasını Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanı müəyyənləşdirir.

M a d d ə 11 . Qaçqın statusu verilməsi haqqında vəsatətlə müraciət etmiş şəxsin hüquq və vəzifələri

Qaçqın statusu verilməsi haqqında ərizə təqdim etmiş şəxsə aşağıdakı hüquqlar verilir:

- Azərbaycan Respublikası ərazisində müvəqqəti yaşamaq;
- tərcüməçinin xidmətlərindən pulsuz istifadə etmək;
- müvəqqəti işə düzəlmək;
- tibb yardımını almaq;

qaçqın statusu verilməsi məsələsi həll edilənədək *onunla gələn ailə üzvləri ilə birlikdə Azərbaycan Respublikasının Miqrasiya Məcəlləsi ilə müəyyən edilmiş qaydada müvafiq icra hakimiyyəti orqanının qanunsuz miqrantların saxlanması mərkəzlərində könüllü yerləşdirilmək və saxlanılmaq*;^[9]

- öz dininə sərbəst etiqad etmək;

BMT-nin Qaçqınların İşləri üzrə Ali Komissarının nümayəndəsi ilə əlaqə saxlamaq.

- Qaçqın statusu verilməsi haqqında ərizə təqdim etmiş şəxs:

qaçqın statusu verilməsi məsələsinin həlli üçün zəruri məlumatı Azərbaycan Respublikasının müvafiq orqanına təqdim etməli;

Azərbaycan Respublikasının ərazisində olmağın mövcud qanunvericiliklə müəyyənləşdirilmiş qaydasını gözləməli;

- məcburi dövlət daktiloskopik qeydiyyatından keçməli;^[10]

müvafiq icra hakimiyyəti orqanının müəyyən etdiyi orqanın (qurumun) tələbi ilə tibbi müayinədən keçməlidir. ^[11]

Qaçqın statusu verilməsi haqqında ərizə təqdim edən, lakin özü barəsində məlumat verməkdən imtina edən və ya qaçqın statusu verilməsi xahişinin səbəblərinə dair bilərəkdən yanlış məlumat verən şəxsə qaçqın statusu verməkdə imtina edilir.

M a d d ə 1 2 . Şəxsin qaçqın və ya məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusu verilməsi haqqında vəsatətə baxılması qaydası

Qaçqın və ya məcburi köçkün (ölkə daxilində köçürülmüş şəxs) statusu verilməsi haqqında qərarı Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanı qaçqın statusu verilməsi haqqında vəsatətin qeydə alındığı gündən üç ay ərzində və məcburi köçkün (ölkə daxilində köçürülmüş şəxs) Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanında qeydiyyatdan keçdiyi gündən bir ay ərzində qəbul edir.

Qaçqın statusu almış şəxsə və onun ailə üzvlərinə nümunələri Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanı tərəfindən təsdiq edilmiş qaçqın vəsiqəsi, habelə Qaçqınların statusu haqqında 1951-ci il tarixli Konvensiyaya uyğun olaraq Azərbaycan Respublikasının hüdüdlərindən kənarında hərəkət etmək hüququ verən yol sənədi verilir. Qaçqın vəsiqəsinin və Yol sənədinin verilməsinə görə "Dövlət rüsumu haqqında" Azərbaycan Respublikasının Qanunu ilə müəyyən edilmiş məbləğdə dövlət rüsumu tutulur. ^[12]

Müəyyənləşdirilmiş qaydada verilən qaçqın vəsiqəsi qaçqının şəxsiyyətini, *yaşayış yeri üzrə qeydiyyatda alındığını* təsdiq edən və ona Azərbaycan Respublikasının ərazisində qanuni qalmaq hüququ verən sənəddir. ^[13]

M a d d ə 1 3 . Qaçqın statusu verməkdən imtina edilməsi

Şəxsə qaçqın statusu verməkdən imtina edildikdə bu barədə ona qərarın qəbul edildiyi vaxtdan beş gün müddətində imtinanın səbəbləri və qəbul edilmiş qərardan şikayət verilməsi qaydası göstərilməklə yazılı məlumat verilir.

Barəsində qaçqın statusu verməkdən imtina edilməsi haqqında qərar qəbul edilmiş şəxsin Azərbaycan Respublikasının ərazisindən göndərilməsinin təşkili müvafiq icra hakimiyyəti orqanı tərəfindən həyata keçirilir. ^[14]

Qaçqın statusu verməkdən imtina edilməsi barədə qərardan inzibati qaydada və (və ya) məhkəmə qaydasında şikayət verilə bilər.^[15]

Qanunvericiliklə ayrı qayda müəyyən edilməmişdirsə, şəxsin şikayət verilməsi onun Azərbaycan Respublikası ərazisindən göndərilməsinin təşkili ilə bağlı hərəkətləri dayandırır.^[16]

M a d d ə 1 4 . Qaçqın və ya məcburi köçkün (ölkə daxilində köçürülmüş şəxs) statusunun itirilməsi

Qaçqın statusunu şəxs aşağıdakı hallarda itirir:

vətəndaşı olduğu və ya daimi yaşadığı dövlətin himayəsindən könüllü surətdə yenidən istifadə etdikdə;

öz vətəndaşlığından məhrum olub onu könüllü surətdə yenidən əldə etdikdə;

Azərbaycan Respublikasının və ya başqa dövlətin vətəndaşlığını qəbul etdikdə və yeni vətəndaşı olduğu dövlətin himayəsindən istifadə etdikdə;

təqiblərdən ehtiyat etdiyinə görə tərk etdiyi və ya hüdudlarından kənarda qaldığı dövlətdə könüllü surətdə yenidən məskunlaşdıqda;

qaçqın kimi tanınmasına əsas vermiş hallar aradan qalxdığına görə vətəndaşı olduğu dövlətin himayəsindən daha imtina edə bilmədikdə (vətəndaşı olduqları dövlətin himayəsindən imtina etmək üçün əvvəlki təqiblərdən irəli gələn kifayət qədər əsaslar gətirə bilən qaçqınlar istisna olmaqla);

müəyyən vətəndaşlığı olmayan şəxs onun qaçqın kimi tanınmasına əsas vermiş hallar aradan qalxdığına görə əvvəl adətən yaşadığı ölkəyə qayıda bildikdə (əvvəl adətən yaşadığı ölkəyə qayıtmaqdan imtina etmək üçün əvvəlki təqiblərdən irəli gələn kifayət qədər əsaslar gətirə bilən qaçqınlar istisna olmaqla).

Qaçqın daimi yaşayış üçün Azərbaycan Respublikasının hüdudlarından kənara getdikdə Azərbaycan Respublikasının həmin qaçqın barəsində öhdəlikləri onun Azərbaycan Respublikasının dövlət sərhədini keçdiyi andan itirilir.

Məcburi köçkün (ölkə daxilində köçürülmüş şəxsin) statusunu vətəndaş aşağıdakı hallarda itirir:

əvvəl adətən yaşadığı yerə qayıtdıqda və ya həmin regionda müəyyənləşdirilmiş ölçüdə başqa yaşayış yeri ilə əvəzsiz qaydada təmin edildikdə;

bu mümkün olmadıqda, dövlətin xüsusi qərarı ilə müəyyənləşdirilmiş səviyyədə yaşayış yeri ilə təmin edildikdə.

M a d d ə 15 . Qaçqın statusundan məhrum etmə və qaçqınların başqa ölkəyə göndərilməsinin, verilməsinin və ya məcburən qaytarılmasının qadağan edilməsi

Qaçqın statusundan şəxs aşağıdakı hallarda məhrum edilir:
dövlət təhlükəsizliyi və ya ictimai qayda üçün qorxu törətdikdə;

Qaçqın statusunu bilərəkdən yalan məlumat və ya saxta sənədlər təqdim etmək nəticəsində əldə etmiş olduqda;

ağır və ya xüsusilə ağır cinayət törətdiyinə görə məhkəmənin qanuni qüvvəyə minmiş hökmü ilə müəyyən edilmiş müddətə azadlıqdan məhrum edildikdə və ya ömürlük azadlıqdan məhrum edildikdə. [117](#)

Qaçqın statusu almaq üçün ərizə vermiş şəxs onun məsələsi müvafiq icra hakimiyyəti orqanı tərəfindən həll edilənədək başqa ölkəyə göndərilə bilməz, verilə və ya məcburən qaytarıla bilməz.

Qaçqın statusundan məhrum etmək, qaçqını, eləcə də qaçqın statusu istəyən şəxsi başqa ölkəyə göndərmək, vermək və ya məcburən qaytarmaq barəsində qərarı məhkəmə müvafiq icra hakimiyyəti orqanının müraciəti əsasında qəbul edir. Qaçqın statusu verilmiş, habelə Azərbaycan Respublikası tərəfindən siyasi sığınacaq verilmiş əcnəbilər və vətəndaşlığı olmayan şəxslər barəsində müvafiq icra hakimiyyəti orqanı tərəfindən Azərbaycan Respublikasının hüdudlarından kənara çıxarma haqqında qərar qəbul edilmir. [118](#)

M a d d ə 16 . Qaçqınların və məcburi köçkünlərin (ölkə daxilində köçürülmüş şəxslərin) işə düzəlməsi

Müvafiq icra hakimiyyəti orqanları qaçqınlara və məcburi köçkünlərə (ölkə daxilində köçürülmüş şəxslərə) iş yeri seçməkdə kömək göstərirlər.

Fasiləsiz iş stajının bərpası qanunvericilikdə nəzərdə tutulmuş qaydada yeni iş yerində həyata keçirilir.

Qaçqının və məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) ixtisasını artırması və ya yeni peşə öyrənilməsi ilə əlaqədar istehsalatdan ayrıldığı dövrdə ona yeni iş yerində yeni ixtisası üzrə orta əmək haqqı ödənilir. İstehsalatdan ayrılmadan ixtisasını dəyişməklə əlaqədar bütün istehsal dövrü üçün əmək haqqındakı fərqi qaçqına və ya məcburi köçkünə (ölkə daxilində

köçürürmüş şəxsə) onunla əmək müqaviləsi bağlamış idarə, müəssisə və təşkilat ödəyir.

Qaçqın statusunun verilməsi üçün vəsatət verən, qaçqın statusu almış və ya siyasi sığınacaq verilmiş əcnəbilər və vətəndaşlığı olmayan şəxslərə Azərbaycan Respublikasının ərazisində haqqı ödənilən əmək fəaliyyəti ilə məşğul olmaq üçün iş icazəsinin alınması tələb olunmur.^[19]

M a d d ə 17. Qaçqınların və məcburi köçkünlərin (ölkə daxilində köçürülmüş şəxslərin) yaşayış sahəsi ilə təmin edilməsi

Qaçqının və məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) müvəqqəti və ya daimi yaşayış sahəsi ilə təmin edilməsi mövcud qanunvericiliklə müəyyən edilmiş qaydada Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanları tərəfindən həyata keçirilir.

Müvəqqəti yaşayış yerindən daimi yaşayış və iş yerinə köçməsi ilə əlaqədar qaçqının və məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) çəkdiyi xərclər ona müəyyənləşdirilmiş qaydada və məbləğdə ödənilir.

Qaçqının və məcburi köçkünün (ölkə daxilində köçürülmüş şəxsin) arzusu ilə ona on il müddətinə məqsədli faizsiz ssuda, habelə yaşadığı yerdən asılı olaraq qanunvericilikdə nəzərdə tutulmuş ölçüdə və qaydada istifadəsi üçün torpaq sahəsi verilir.

Qaçqın və məcburi köçkün (ölkə daxilində köçürülmüş şəxs) mənzil və ya ev satın-alarkən əməliyyatlar notarial rüsumlar ödənilmədən icra edilir.

M a d d ə 18. Qaçqınlardan vergi tutulması

Qaçqınlar yalnız Azərbaycan Respublikasının vətəndaşlarından tutulan vergi və rüsumlara cəlb olunurlar.

Bu maddənin birinci hissəsi müvafiq inzibati sənədlərin verilməsi ilə əlaqədar tutulan rüsumlara şamil edilmir.

I V f ə s i l

YEKUN MÜDDƏALARI

M a d d ə 19. Bu Qanunun pozulmasına görə məsuliyyət

Bu Qanunun pozulmasına görə vəzifəli şəxslər Azərbaycan Respublikasının qanunvericiliyində nəzərdə tutulmuş qaydada məsuliyyət daşıyırlar.

M a d d ə 20 . Qaçqın problemlərinə dair beynəlxalq əməkdaşlıq

Qaçqınlar və məcburi köçkünlər (ölkə daxilində köçürülmüş şəxslər) probleminin yaranması səbəblərinin aradan qaldırılması, onların maddi vəziyyətinin yaxşılaşdırılması və hüquqi statusunun təkmilləşdirilməsi, habelə qaçqınların daimi yaşadıqları ölkəyə könüllü surətdə qaytarılması məqsədilə Azərbaycan Respublikası başqa dövlətlərlə, beynəlxalq təşkilatlarla, ilk növbədə BMT-nin Qaçqınların işləri üzrə Ali Komissarı idarəsi ilə əməkdaşlıq edir.

M a d d ə 21 . Bu Qanunun qüvvəyə minməsi qaydası

Bu Qanun dərc edildiyi gündən qüvvəyə minir.

İSTİFADƏ OLUNMUŞ MƏNBƏ SƏNƏDLƏRİNİN SİYAHISI

1. 5 oktyabr 2001-ci il tarixli 183-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 11, maddə 676**)
2. 15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**)
3. 12 oktyabr 2001-ci il tarixli 207-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 11, maddə 699**)
4. 9 oktyabr 2007-ci il tarixli 430-IIIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2007-ci il, № 11, maddə 1053**)
5. 2 aprel 2010-cu il tarixli 984-IIIQD nömrəli Azərbaycan Respublikasının Qanunu (**"Azərbaycan" qəzeti, 21 aprel 2010-cu il, № 84, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2010-cu il, № 04, maddə 280**)
6. 10 iyun 2011-ci il tarixli 160-IVQD nömrəli Azərbaycan Respublikasının Qanunu (**"Azərbaycan" qəzeti, 30 iyul 2011-ci il, № 165, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2011-ci il, № 07, maddə 602**)

7. [17 oktyabr 2014-cü il tarixli 1060-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Azərbaycan" qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2014-cü il, № 11, maddə 1340)
8. [6 oktyabr 2015-ci il tarixli 1345-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Respublika" qəzeti, 23 oktyabr 2015-ci il, № 231; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2015-ci il, № 10, maddə 1104)
9. [30 dekabr 2016-cı il tarixli 484-VQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Azərbaycan" qəzeti, 22 yanvar 2017-ci il, № 14, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2017-ci il, № 1, maddə 30)
10. [7 dekabr 2018-ci il tarixli 1387-VQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Azərbaycan" qəzeti, 18 yanvar 2019-cu il, № 13, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2019-cu il, № 01, maddə 9)
11. [19 may 2020-ci il tarixli 109-VIQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Azərbaycan" qəzeti, 18 iyul 2020-ci il, № 139, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2020-ci il, № 7, maddə 827)
12. [23 aprel 2021-ci il tarixli 303-VIQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Azərbaycan" qəzeti, 13 iyun 2021-ci il, № 122, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2021-ci il, № 6, I kitab, maddə 543)

QANUNA EDİLMİŞ DƏYİŞİKLİK VƏ ƏLAVƏLƏRİN SİYAHISI

¹¹5 oktyabr 2001-ci il tarixli 183-IIQD nömrəli Azərbaycan Respublikasının Qanunu (Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 11, maddə 676) ilə 2-ci maddənin 3-cü abzasında "ağır" sözündən sonra "və ya xüsusilə ağır" sözləri əlavə edilmişdir.

¹²15 noyabr 2001-ci il tarixli 214-IIQD nömrəli Azərbaycan Respublikasının Qanunu (Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731) ilə 6-cı maddənin ikinci hissəsinin ikinci abzasında "haqq ödəmədən" sözləri "müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada" sözləri ilə əvəz edilmişdir.

[6 oktyabr 2015-ci il tarixli 1345-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu ("Respublika" qəzeti, 23 oktyabr 2015-ci il, № 231; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2015-ci il, № 10, maddə 1104) ilə 6-cı

maddənin ikinci hissəsinin ikinci abzası çıxarılmışdır və üçüncü-on ikinci abzaslar müvafiq olaraq ikinci-on birinci abzaslar hesab edilmişdir.

^[3]15 noyabr 2001-ci il tarixli **214-IIQD** nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 12, maddə 731**) ilə 6-cı maddənin ikinci hissəsinin dördüncü abzasında "**pulsuz**" sözü çıxarılmışdır, "**şəxslərin**" sözündən sonra "**müvafiq icra hakimiyyəti orqanının müəyyən etdiyi qaydada**" sözləri əlavə edilmişdir.

^[4]19 may 2020-ci il tarixli **109-VIQD** nömrəli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 18 iyul 2020-ci il, № 139, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2020-ci il, № 7, maddə 827) ilə 6-cı maddənin ikinci hissəsinin üçüncü abzasda "**əlillərin**" sözü "**əlilliyi olan şəxslərin**" sözləri ilə əvəz edilmişdir.

^[5]7 dekabr 2018-ci il tarixli **1387-VQD** nömrəli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 18 yanvar 2019-cu il, № 13, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2019-cu il, № 01, maddə 9) ilə 6-cı maddənin ikinci hissəsinin üçüncü bəndindən "**uşaqların məktəbəqədər tərbiyə ocaqlarında, yeniyetmələrin və gənclərin müvafiq təhsil müəssisələrində**" sözləri çıxarılmışdır.

^[6]19 may 2020-ci il tarixli **109-VIQD** nömrəli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 18 iyul 2020-ci il, № 139, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2020-ci il, № 7, maddə 827) ilə 6-cı maddənin ikinci hissəsinin yeddinci abzasında "**tək pensiyaçıların və əmək qabiliyyəti olmayan əlillərin**" sözləri "**xəstəlik, əlillik və ya ahıllıqla əlaqədar özünəqulluq qabiliyyəti, habelə şəxsə (ailəyə) qulluq və köməklik göstərə biləcək əmək qabiliyyətli qohumları və ya qanuni nümayəndələri olmayan pensiyaçıların və əlilliyi olan şəxslərin**" sözləri ilə əvəz edilmişdir.

^[7]17 oktyabr 2014-cü il tarixli **1060-IVQD** nömrəli Azərbaycan Respublikasının Qanunu ("**Azərbaycan**" qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2014-cü il, № 11, maddə 1340) ilə 6-cı maddənin üçüncü hissəsi dördüncü hissə hesab edilmişdir və yeni məzmununda üçüncü hissə əlavə edilmişdir.

^[7] [6 oktyabr 2015-ci il tarixli 1345-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu (**“Respublika” qəzeti, 23 oktyabr 2015-ci il, № 231; Azərbaycan Respublikasının Qanunvericilik Topplusu, 2015-ci il, № 10, maddə 1104**) ilə 6-cı maddəyə yeni məzmununda beşinci hissə əlavə edilmişdir.

^[8] [17 oktyabr 2014-cü il tarixli 1060-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu (**“Azərbaycan” qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Topplusu, 2014-cü il, № 11, maddə 1340**) ilə 8-ci maddədən **“Əcnəbilərin və vətəndaşlığı olmayan şəxslərin hüquqi vəziyyəti haqqında” Azərbaycan Respublikasının Qanununa uyğun olaraq**” sözləri çıxarılmışdır.

^[9] 15 noyabr 2001-ci il tarixli **214-IIQD** nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Topplusu, 2001-ci il, № 12, maddə 731**) ilə 11-ci maddənin birinci hissəsinin altıncı abzasında **“pulsuz”** sözü **“müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən olunmuş qaydada”** sözləri ilə əvəz edilmişdir.

[6 oktyabr 2015-ci il tarixli 1345-IVQD nömrəli](#) Azərbaycan Respublikasının Qanunu (**“Respublika” qəzeti, 23 oktyabr 2015-ci il, № 231; Azərbaycan Respublikasının Qanunvericilik Topplusu, 2015-ci il, № 10, maddə 1104**) ilə 11-ci maddənin birinci hissəsinin altıncı abzasında **“, lakin ən çoxu üç ay müddətində müvəqqəti yerləşdirmə məntəqəsində verilmiş yaşayış yerindən müvafiq icra hakimiyyəti orqanı tərəfindən müəyyən olunmuş qaydada istifadə etmək”** sözləri **“onunla gələn ailə üzvləri ilə birlikdə Azərbaycan Respublikasının Miqrasiya Məcəlləsi ilə müəyyən edilmiş qaydada müvafiq icra hakimiyyəti orqanının qanunsuz miqrantların saxlanması mərkəzlərində könüllü yerləşdirilmək və saxlanılmaq”** sözləri ilə əvəz edilmişdir.

^[10] 12 oktyabr 2001-ci il tarixli **207-IIQD** nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Topplusu, 2001-ci il, № 11, maddə 699**) ilə 11-ci maddənin ikinci hissəsinə 4-cü abzas əlavə edilmiş və 4-cü abzas 5-ci abzas hesab edilmişdir.

^[11] [23 aprel 2021-ci il tarixli 303-VIQD nömrəli](#) Azərbaycan Respublikasının Qanunu (**“Azərbaycan” qəzeti, 13 iyun 2021-ci il, № 122, Azərbaycan Respublikasının Qanunvericilik Topplusu, 2021-ci il, № 6, I kitab, maddə 543**) ilə 11-ci maddəsinin ikinci hissəsinin beşinci

abzasında “səhiyyə orqanlarının” sözləri “müvafiq icra hakimiyyəti orqanının müəyyən etdiyi orqanın (qurumun)” sözləri ilə əvəz edilmişdir.

^[12]2 aprel 2010-cu il tarixli 984-IIIQD nömrəli Azərbaycan Respublikasının Qanunu (“Azərbaycan” qəzeti, 21 aprel 2010-cu il, № 84, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2010-cu il, № 04, maddə 280) ilə 12-ci maddənin ikinci hissəsində “16 yaşına çatmış ailə üzvlərinə müəyyənləşdirilmiş nümunədə” sözləri “ailə üzvlərinə nümunələri Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanı tərəfindən təsdiq edilmiş” sözləri ilə əvəz edilmişdir.

10 iyun 2011-ci il tarixli 160-IVQD nömrəli Azərbaycan Respublikasının Qanunu (“Azərbaycan” qəzeti, 30 iyul 2011-ci il, № 165, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2011-ci il, № 07, maddə 602) ilə 12-ci maddəsinin ikinci hissəsinə ikinci cümlə əlavə edilmişdir.

^[13]30 dekabr 2016-cı il tarixli 484-VQD nömrəli Azərbaycan Respublikasının Qanunu (“Azərbaycan” qəzeti, 22 yanvar 2017-ci il, № 14, Azərbaycan Respublikasının Qanunvericilik Toplusu, 2017-ci il, № 1, maddə 30) ilə 12-ci maddəsinin üçüncü hissəsinə “şəxsiyyətini” sözündən sonra “, yaşayış yeri üzrə qeydiyyatata alındığını” sözləri əlavə edilmişdir.

^[14]17 oktyabr 2014-cü il tarixli 1060-IVQD nömrəli Azərbaycan Respublikasının Qanunu (“Azərbaycan” qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2014-cü il, № 11, maddə 1340) ilə 13-cü maddənin ikinci hissəsi yeni redaksiyada verilmişdir.

Əvvəlki redaksiyada deyilirdi:

Şəxsə qaçqın statusu verməkdən imtina edilməsi haqqında qərar onun Azərbaycan Respublikası ərazisindən göndərilməsinin təşkili üçün Azərbaycan Respublikasının müvafiq icra hakimiyyəti orqanına göndərilir.

^[15]9 oktyabr 2007-ci il tarixli 430-IIIQD nömrəli Azərbaycan Respublikasının Qanunu (Azərbaycan Respublikasının Qanunvericilik Toplusu, 2007-ci il, № 11, maddə 1053) ilə 13-cü maddənin üçüncü hissədə “qərardan” sözündən sonra “inzibati qaydada və (və ya)” sözləri əlavə edilmişdir.

^[16]9 oktyabr 2007-ci il tarixli 430-IIIQD nömrəli Azərbaycan Respublikasının Qanunu (Azərbaycan Respublikasının Qanunvericilik Toplusu, 2007-ci il, №

11, maddə 1053) ilə 13-cü maddənin Dördüncü hissədə **“Şəxsin”** sözü **“Qanunvericiliklə ayrı qayda müəyyən edilməmişdirsə, şəxsin”** sözləri ilə əvəz edilmişdir.

^[17] 5 oktyabr 2001-ci il tarixli 183-IIQD nömrəli Azərbaycan Respublikasının Qanunu (**Azərbaycan Respublikasının Qanunvericilik Toplusu, 2001-ci il, № 11, maddə 676**) ilə 15-ci maddənin 1-ci hissəsinin sonuncu abzası yeni redaksiyada verilmişdir.

Əvvəlki redaksiyada deyilirdi:

ağır cinayət törətdiyinə görə məhkəmənin qanuni qüvvəyə minmiş hökmü ilə azadlıqdan məhrum edildikdə.

^[18] 17 oktyabr 2014-cü il tarixli **1060-IVQD nömrəli** Azərbaycan Respublikasının Qanunu (**“Azərbaycan” qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2014-cü il, № 11, maddə 1340**) ilə 15-ci maddənin üçüncü hissəsinə yeni məzmununda ikinci cümlə əlavə edilmişdir.

^[19] 17 oktyabr 2014-cü il tarixli **1060-IVQD nömrəli** Azərbaycan Respublikasının Qanunu (**“Azərbaycan” qəzeti, 23 noyabr 2014-cü il, № 256; Azərbaycan Respublikasının Qanunvericilik Toplusu, 2014-cü il, № 11, maddə 1340**) ilə 16-cı maddəyə yeni məzmununda dördüncü hissə əlavə edilmişdir.

BIBLIOGRAPHY

- Abadie, A. & Gardeazabal, J. (2003). The Economic Costs of Conflict: A Case Study of the Basque Country. *The American Economic Review*, 93(1), 113-132. <https://economics.mit.edu/sites/default/files/publications/The%20Economic%20Costs%20of%20Conflict.pdf>
- Ahern, K. J. (1999, May). Ten Tips for Reflexive Bracketing. *Qualitative Health Research*, 9(3), 407-411. <https://doi.org/10.1177/1049732399009003>
- Akresh, R., & de Walque, D. (2008, April). *Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide* (Policy Research Working Paper 4606). World Bank Group. https://www.researchgate.net/publication/5137950_Armed_Conflict_and_Schooling_Evidence_from_the_1994_Rwandan_Genocide
- Akyuz, B. M. A., Aksoy, D., Madra, A., & Polat, E. (2018). *Evolution of national policy in Turkey on integration of Syrian children into the national education system*. Background paper prepared for the 2019 Global Education Monitoring Report: Migration, displacement and education: building bridges, not walls, UNESCO.
- Alderman, H., Hoddinott, J., & Kinsey, B. (2006). Long-term Consequences of Early Childhood Malnutrition. *Oxford Economic Papers*, 58(3), 450-474. <https://doi.org/10.1093/oep/gpl008>
- Alesina, A., Ozler, S., Roubini, N. & Swagel, P. Political Instability and Economic Growth. *Journal of Economic Growth*, 1(2), 189-211. <https://www.jstor.org/stable/40215915>
- Aliyev N. A., & Abbasova S. A. (2001). Mental health of refugees temporarily living in the city of Baku. *Azerbaijan Journal of Psychiatry*, 4:53-57.
- Almond, D., & Currie, J. (2011). Killing Me Softly: The Fetal Origins Hypothesis. *Journal of Economic Perspectives*, 25(3), 153-172. <https://pubmed.ncbi.nlm.nih.gov/25152565/>
- Altstadt, A. L. (1992). *The Azerbaijani Turks: Power and Identity under Russian Rule*. Stanford University: Hoover Institution Press.

- Altstadt, A. L. (1994). Soviet Culture Wars in Azerbaijan: The Campaign for “Proletarian” Literature. *Turkish Studies Association Bulletin*, 18(2), 1-13.
<http://www.jstor.org/stable/43384470>
- Amnesty International. (1992, March 13). *Azerbaijan: AI deplores human rights abuses in Nagorno-Karabakh*.
<https://www.amnesty.org/en/documents/nws11/010/1992/en/>.
- Asian Development Bank. (2004, July). *Country Strategy and Program Update 2005-2006*. Republic of Azerbaijan.
<https://www.adb.org/sites/default/files/institutional-document/32272/files/csp-aze-2004.pdf>
- Asian Development Bank. (2019a, May). *Azerbaijan, 2019-2023 – Promoting Diversified and Inclusive Growth*. <https://think-asia.org/handle/11540/10416>
- Asian Development Bank. (2019b, May). *Azerbaijan, 2019-2023 – Inclusive and Sustainable Growth Assessment*.
<https://www.adb.org/sites/default/files/linked-documents/LD1%20ISGA.pdf>
- Atkin, M. (1980). *Russia and Iran: 1780-1828*. University of Minnesota Press.
- Azam, J. P. & Hoeffler, A. (2002, July). Violence Against Civilians in Civil Wars: Looting or Terror? *Journal of Peace Research*, 39(4), 461-485.
<https://www.jstor.org/stable/1555278>
- Azerbaijan. (n.d.). *Communist Regime in North Azerbaijan (April 28, 1920 – October 18, 1991)*. <https://azerbaijan.az/en/related-information/145>
- Azerbaijan State Statistical Committee. (2005). Educational Statistics.
<http://www.azstate.org>.
- Babanly, Y. Foreign Policy News. (2012a, March 29). *Karabakh knot: Identifying myths and clarifying realities*. Retrieved from
<https://foreignpolicynews.org/2012/03/29/karabakh-knot-identifying-myths-and-clarifying-realities/>.
- Babanly, Y. (2012b). *The Debacle: From Kafan to Khojaly*. Turkish Weekly. Retrieved from <https://karabakh.org/conflict/the-debacle-from-kafan-to-khojaly/>.

- Baguirov, A. (2003, May 11). *Caucasus: Top 5 myths circulating about the Nagorno-Karabakh conflict*. ReliefWeb. Retrieved from <https://reliefweb.int/report/armenia/caucasus-top-5-myths-circulating-about-nagorno-karabakh-conflict>
- Barringer, F. & Keller, B. (1988, March 11). A Test of Change Explodes in Soviet. *The New York Times*. <https://www.nytimes.com/1988/03/11/world/a-test-of-change-explodes-in-soviet.html>
- Barritt, L. S. (1986). Human sciences and the human image. *Phenomenology and Pedagogy*, 4(3), 14-22.
- Barro, R. J. (1991). Economic Growth in a Cross-Section of Countries. *The Quarterly Journal of Economic*, 106(2), 407-443. <https://www.jstor.org/stable/2937943>
- Batalova, J., Shymonyak, A., & Mittelstadt, M. (2020). *Immigration Data Matters*. Washington, DC: Migration Policy Institute and Population Reference Bureau.
- Bellino, M. J. (2018). Youth aspirations in Kakuma Refugee Camp: education as a means for social, spatial, and economic (im)mobility. *Globalisation, Societies and Education*, 16(4), 541-56. <https://doi.org/10.1080/14767724.2018.1512049>.
- Berryman, S. E. (2000). *Hidden Challenges to Education Systems in Transition Economies*. Washington, DC: World Bank.
- Bhabha, J., Kanics, J., & Senovilla Hernández, D. (Eds.). (2018). *Research Handbook on Child Migration*. Cheltenham, UK: Edward Elgar Publishing. <https://doi-org.ezproxy.bu.edu/10.4337/9781786433701>
- Block, K. et al. (2014). Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education*, 18(12), 1337-1355.
- Bloemraad, I., & de Graauw, E. (2011). *Immigrant Integration and Policy in the United States: A Loosely Stitched Patchwork* (Working Paper Series). UC Berkeley. Retrieved from <https://escholarship.org/content/qt2nc0m8bm/qt2nc0m8bm.pdf>.

- Bonin, H. (2017). *The Potential Economic Benefits of Education of Migrants in the EU*. Publishing Office of the European Union.
- Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the craft of qualitative research interviewing (3rd ed.)*. Thousand Oaks, CA: Sage.
- Britannica. (n.d.). *Livelihood*. <https://www.britannica.com/dictionary/livelihood>
- Brown, C.S. (2004). Wanting to have their Cake and their Neighbor's Too: Azerbaijani Attitudes Towards Karabakh and Iranian Azerbaijan. *The Middle East Journal*, 58(4), 576-596. Retrieved from <https://search-proquest-com.ezproxy.bu.edu/docview/218497760/fulltextPDF/59731BE18D294082PQ/5?accountid=9676>.
- Brown, J., Miller, J., & Mitchell, J. (2006). Interrupted schooling and the acquisition of literacy: Experiences of Sudanese refugees in Victorian secondary schools. *Australian Journal of Language and Literacy*, 29(2), 150-162. <https://www.researchgate.net/publication/238065807>.
- Brown, R. & Velasquez, A. (2017, July). The effect of violent crime on the human capital accumulation of young adults. *Journal of Development Economics*, 127, 1-12. <https://doi.org/10.1016/j.jdeveco.2017.02.004>
- Caceres, C. C., Izquierdo, V. F., Manilla, L., Jara, J. & Velandia, M. (2002). Epidemiological profile of the population displaced by the internal armed conflict of the country in a neighborhood of Cartagena, Colombia, 2000. *Biomedica*, 22(2), 425-444. <https://doi.org/10.7705/biomedica.v22iSupp2.1191>
- Catford, J. C. (1977). Mountain of Tongues: The Languages of the Caucasus. *Annual Review of Anthropology*, 6, 283-314. <http://www.jstor.org/stable/2949334>
- Cerna, L. (2019). *Refugee Education: Integration Models and Practices in OECD countries* (OECD Education Working Paper No. 203). OECD. [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2019\)11&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2019)11&docLanguage=En).
- Cervantes-Duarte, L. & Fernandez-Cano, A. (2016, September/December). Impact of Armed Conflicts on Education and Educational Agents: A Multivocal Review. *Educare Electronic Journal*, 20(3). <http://dx.doi.org/10.15359/ree.20-3.12>

- Choonara, I. (2013, January 14). Economic sanctions and child health. *Medicine, Conflict and Survival*, 29(2), 93-98.
<https://doi.org/10.1080/13623699.2012.739048>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Walnut Creek, CA: Left Coast Press.
- Cohen, R., Kalin, W., & Mooney, E. (2003). *The Guiding Principles on Internal Displacement and the law of the South Caucasus : Georgia, Armenia, Azerbaijan*. American Society of International Law. Retrieved from https://heinonline-org.ezproxy.bu.edu/HOL/Page?collection=journals&handle=hein.journals/stdtlp34&id=304&men_tab=srchresults.
- Conciliation Resources. (2011, August). *Forced Displacement in the Nagorny Karabakh Conflict: Return and Its Alternatives*. <https://www.c-r.org/learning-hub/forced-displacement-nagorny-karabakh-conflict-return-and-its-alternatives>
- Connelly, M., & Clandinin, D. (2006). Narrative inquiry. In Camilli, G., & Elmore, P. (Eds.), *Handbook of complementary methods in education research* (pp. 477-487). Washington: American Educational Research Association.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Poth, C.N. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Crul, M., Keskiner, E., Schneider, J., Lelie, F., & Ghaemina, S. (2017). No lost generation? Education for refugee children: a comparison between Sweden, Germany, The Netherlands and Turkey. *The Integration of Migrants and Refugees : An EUI Forum On Migration, Citizenship And Demography* (pp. 62-80). EUI. <https://doi.org/10.2870/30835>
- Crul, M., Lelie, F., Biner, O., Bunar, N., Keskiner, E., Kokkali, I., Schneider, J., & Shuayb, M. (2019). How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon

- and Turkey. *Comparative Migration Studies*, 7(10).
<http://dx.doi.org.ezproxy.bu.edu/10.1186/s40878-018-0110-6>
- Csaki, C., & Buchenrieder, G. (2011). Effects of the financial and economic crisis on the rural landscape as well as the agri-food sector in Europe and Central Asia. *Society and Economy*, 33(2), 249-270. <http://www.jstor.org/stable/41472158>
- De Waal, T. (2003). *Black Garden: Armenia and Azerbaijan Through Peace and War*. NYU Press.
- De Waal, T. (2012, February 24). Carnegie Europe. *A President, an Interview, and a Tragic Anniversary*. Retrieved from <https://carnegieeurope.eu/2012/02/24/president-interview-and-tragic-anniversary-pub-47283>.
- De Waal, T. (2021, September). *The Nagorny Karabakh Conflict in its Fourth Decade* (CEPS Working Document No. 2021-02). Centre for European Policy Studies. https://www.ceps.eu/wp-content/uploads/2021/09/WD2021-02_The-Nagorny-Karabakh-Conflict-in-its-Fourth-Decade.pdf
- Deininger, K. & Okidi, J. (2003). Growth and Poverty Reduction in Uganda, 1992-2000: Panel Data Evidence. *Development Policy Review*, 21(4), 481-509. <https://doi.org/10.1111/1467-7679.00220>
- Dewey, J. (1938). *Experience and education: The Kappa Delta Pi lecture series*. New York, NY: Simon & Schuster.
- Dey, I. (1995). *Reducing fragmentation in qualitative research*. In U. Keele (Ed.), *Computer-aided qualitative data analysis* (pp. 69-79). Thousand Oaks, CA: Sage.
- Di Maio, M. & Nandi, T. K. (2013, January). The effect of the Israeli-Palestinian conflict on child labor and school attendance in the West Bank. *Journal of Development Economics*, 100(1), 107-116. <https://www.sciencedirect.com/science/article/pii/S0304387812000715>
- Dneprov, E. D., ed. (1991). *Ocherki istorii shkoly i pedagogicheskoi mysli narodov SSSR: Konets XIX-nachalo XX v* [Essays in the history of the school and of the pedagogical thought of the peoples of the USSR: Late nineteenth and early twentieth centuries]. Moscow: Pedagogika.

- Downey, L. (2007). *Calmer Classrooms: A Guide to Working with Traumatised Children*. Melbourne: Child Safety Commissioner.
http://www.kids.vic.gov.au/downloads/calmer_classrooms.pdf
- Dryden-Peterson, S. (2016), Refugee education in countries of first asylum: Breaking open the black box of pre-settlement experiences. *Theory and Research in Education*, 14(2), 131-148.
- Dryden-Peterson, S. (2017, January). Refugee education: Education for an unknowable future. *Curriculum Inquiry*, 47(1), 14-24.
<https://doi.org/10.1080/03626784.2016.1255935>.
- Dryden-Peterson, S., Adelman, E., Bellino, M. J., & Chopra, V. (2019). The Purposes of Refugee Education: Policy and Practice of Including Refugees in National Education Systems. *Sociology of Education*, 92(4), 346-366.
<https://www.jstor.org/stable/48588743>
- Elbert, T., Schauer, M., Schauer, E., Huschka, B., Hirth, M., & Neuner, F. (2009). Trauma related impairment in children – A survey in Sri Lankan provinces affected by armed conflict. *Child Abuse and Neglect*, 33(4), 238-246. http://kops.uni-konstanz.de/bitstream/handle/123456789/10343/elbert_etal_srilanka_child.pdf?sequence=1
- Ergun, A. Politics of Romanisation in Azerbaijan (1921-1992). *Journal of the Royal Asiatic Society*, 20(1), 33-48. <https://www.jstor.org/stable/27756122>
- Ersado, L. (2006, September). *Azerbaijan's Household Survey Data: Explaining Why Inequality is So Low* (Policy Research Working Paper 4009). World Bank.
<https://openknowledge.worldbank.org/handle/10986/9267>
- Essomba, M. (2017). The right to education of children and youngsters from refugee families in Europe. *Intercultural Education*, 28(2), 206-218.
<http://dx.doi.org/10.1080/14675986.2017.1308659>.
- Eurostat. (2018, March). *Technical Report on Statistics of Internally Displaced Persons: Current Practice and Recommendations for Improvement*.
<https://www.jips.org/uploads/2018/10/EGRIS-IDPtechreport-EN-web-1.pdf>

- Evans, D. K. & Miguel, E. (2007, February). Orphans and Schooling in Africa: A Longitudinal Analysis. *Demography*, 44(1), 35-57.
<https://www.jstor.org/stable/4137220>
- Galdo, J. (2013). *The long-run labor-market consequences of civil war: Evidence from the Shining Path in Peru* (IZA Discussion Papers, No. 5028). Economic Development and Cultural Change.
<https://www.econstor.eu/bitstream/10419/36961/1/631280847.pdf>
- Gamkrelidze, T. V. & Gudava, T. E. (1974). *Caucasian Languages*. Encyclopedia Britannica, pp. 1011-1015.
- Garibova, J. (2019, April 29). *Reconstruction of Identities in Post-Soviet Azerbaijan*. Inner Asian and Uralic National Resource Center. Retrieved from
<https://iaunrc.indiana.edu/news-events/news/garibova-reconstruction-of-identities-in-azerbaijan.html>.
- Geiger, B., Halasi-Kun, T., Kuipers, A. N., & Menges, K. H. (1959). *Peoples and Languages of the Caucasus*. Janua Linguarum, Series Minor 6. 'S-Gravenhage: Mouton.
- Glewwe, P. & Jacoby, H. (1994). Student Achievement and Schooling Choice in Low-Income Countries: Evidence from Ghana. *Journal of Human Resources*, 29(3), 843-864. <http://www.jstor.org/stable/pdfplus/146255>
- Goltz, T. (1992a, March 8). A Town Betrayed. *Washington Post*. Retrieved from
<https://www.washingtonpost.com/archive/opinions/1992/03/08/a-town-betrayed/9ef6628c-e1c2-4a02-a8ea-b8cf23935950/>.
- Goltz, T. (1992b, February 28). Nagorno-Karabakh Victims Buried in Azerbaijani town. *Washington Post*. Retrieved from
<https://www.washingtonpost.com/archive/politics/1992/02/28/nagorno-karabakh-victims-buried-in-azerbaijani-town/9d179769-e6bb-4476-8807-8d5133d40205/>.
- Government of Azerbaijan. (1999, May 21). *The law on the Social Protection of Internally Displaced Persons and People equated to them* (No. 669-1Q). *The law on the status of refugees and internally displaced (persons displaced within the country) persons* (No. 668-1Q).

- Government of Azerbaijan. (2010). State Committee for IDPs and Refugees Affairs. *Statistics on the displaced population.*
- Grant, B. (2004). An Average Azeri Village (1930): Remembering Rebellion in the Caucasus Mountains. *Slavic Review*, 63(4), 705-731.
<https://doi.org/10.2307/1520417>
- Grant, B. (2011). Shrines and Sovereigns: Life, Death, and Religion in Rural Azerbaijan. *Comparative Studies in Society and History*, 53(03), 654-681.
 doi:10.1017/S0010417511000284.
- Gureyeva-Aliyeva, Y., & Huseynov, T. (2011). "Can You Be an IDP for Twenty Years?" Study of IDPs and Host Communities in Azerbaijan. *Brookings Institution Reports*. Retrieved from https://www.brookings.edu/wp-content/uploads/2016/06/12_idp_host_communities_azerbaijan.pdf.
- Guy, K. M. (2009). Child soldiers as zones of violence in The Democratic Republic of Congo: Three cases on medico-legal evidence of torture. *Torture*, 19(2), 137-144. <https://europepmc.org/article/med/19920331>
- Hall, J. & Ahmad, A. (2022, May 9). Child development and resilience in war, conflict and displacement. *Stockholm International Peace Research Institute*. <https://www.sipri.org/commentary/topical-background/2022/child-development-and-resilience-war-conflict-and-displacement>
- Halldorsson, H. (2017). *Syrian refugee children in Lebanon at risk of child labour, missing out on education*. UNICEF. <https://www.unicef.org/stories/syrian-refugee-children-lebanon-atrisk-of-child-labour>.
- Hegedus, A. (1977). *The Structure of Socialist Society*. St Martin's Press, New York.
- Heyat, F. (2002). *Azeri women in transition: Women in Soviet and post-Soviet Azerbaijan*. London: Routledge.
- Heyat, F. (2008, November). New Veiling in Azerbaijan: Gender and Globalized Islam. *European Journal of Women's Studies*, 15(4), 361-376.
<https://doi.org/10.1177/1350506808095275>
- Heydarov, T., & Machlachlan, F. (2014, June 12). Ithaca Press. *Khojaly Witness of a War Crime: Armenia in the Dock*. Retrieved from

<https://www.scribd.com/read/353190332/Khojaly-Witness-of-a-war-crime-Armenia-in-the-Dock>.

Heyneman, S. P. (1987). Uses of Examinations in Developing Countries: Selection, Research and Education Sector Management. *International Journal of Education Development*, 7(4), 251-63.

Heyneman, S. P., Anderson, K. H., & Nuraliyeva, N. (2006, June). "The Cost of Corruption in Higher Education." Paper presented at the Conference on the Economics of Education, Dijon.

Holtzman, S. B., & Nezam, T. (2004). Living in Limbo: Conflict-Induced Displacement in Europe and Central Asia. *The World Bank*. Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/14943/296970PAPER0Living0in0limbo.pdf;sequence=1>.

Hossain, A. N. M. (2021). Preparedness for education to Rohingya refugee children in Bangladesh – potentials and challenges to citizenship education. *Journal of Social Science Education*, 20(2), 103-129. <https://files.eric.ed.gov/fulltext/EJ1303467.pdf>

Human Rights Watch. (1992, September). *Bloodshed in the Caucasus*. <https://www.hrw.org/reports/1992%20Bloodshed%20in%20Cauc%20-%20Escalation%20in%20NK.pdf>.

Human Rights Watch. (1994). *Seven Years of Conflict in Nagorno-Karabakh*. https://www.hrw.org/reports/AZER%20Conflict%20in%20N-K%20Dec94_0.pdf

Huseynov, R. (2003). Education of refugees and internally displaced persons. *Council of Europe*. <https://policytoolbox.iiep.unesco.org/library/FXNFPVN6>

Ibrahimbekova, R. (2000). Gender aspects of economy. *Genderology: Azerbaijan International Scientific Journal*, 2:6-8.

Ichino, A., & Winter-Ebmer, R. (2004, January). The Long-Run Educational Cost of World War II. *Journal of Labor Economics*, 22(1), 57-86. <https://doi.org/10.1086/380403>

- IDMC. (n.d.). *Country Profile: Azerbaijan*. <https://www.internal-displacement.org/countries/azerbaijan>
- IDMC. (2009, April). *Internal Displacement: Global Overview of Trends and Developments in 2008*. <https://www.internal-displacement.org/sites/default/files/publications/documents/2009-global-overview2008-global-en.pdf>
- IDMC. (2010a, May). *Internal Displacement: Global Overview of Trends and Developments in 2009*. <https://www.acnur.org/fileadmin/Documentos/Publicaciones/2010/7370.pdf>
- IDMC. (2010b, December 10). *Azerbaijan: After some 20 years, IDPs still face barriers to self-reliance: A profile of the internal displacement situation*. <https://www.internal-displacement.org/publications/azerbaijan-after-some-20-years-idps-still-face-barriers-to-self-reliance>
- IDMC. (2017, May). *Global Report on Internal Displacement*. <https://www.internal-displacement.org/global-report/grid2017/pdfs/2017-GRID.pdf>
- IDMC. (2018a, June). *The ripple effect: economic impacts of internal displacement – Research agenda and call for partners*. https://www.internal-displacement.org/sites/default/files/inline-files/20180608-idmc-economic-impacts-intro_0.pdf
- IDMC. (2018b, June). *The ripple effect: economic impacts of internal displacement – Assessing the Economic Impacts of Internal Displacement*. https://www.internal-displacement.org/sites/default/files/inline-files/20180608-idmc-economic-impacts-framework_0.pdf
- IDMC. (2018c, October). *The ripple effect: economic impacts of internal displacement – Multidimensional Impacts of Internal Displacement*. <https://www.internal-displacement.org/sites/default/files/inline-files/201810-literature-review-exec-sum-en.pdf>
- IDMC. (2018d, October). *The ripple effect: economic impacts of internal displacement – Internal Displacement and Development*. <https://www.internal-displacement.org/sites/default/files/inline-files/201810-literature-review-exec-sum-en.pdf>

displacement.org/sites/default/files/inline-files/201810-idmc-economic-impacts-correlation_0.pdf

IDMC. (2019a). *Global Internal Displacement Database (GIDD)*.

IDMC. (2019b, February). *The ripple effect: economic impacts of internal displacement – Unveiling the Cost of Internal Displacement*. <https://www.internal-displacement.org/sites/default/files/publications/documents/201902-economic-impact-cost-estimates.pdf>

IDMC. (2019c, March). *The ripple effect: economic impacts of internal displacement – Estimating governments' fiscal resilience to internal displacement*. <https://app.speechify.com/item/ad2a4141-c7c1-499d-84bb-f66b9cc529a7>

IDMC. (2020a, February). *Assessing the Severity of Displacement*. <https://www.internal-displacement.org/sites/default/files/publications/documents/Severity%20Report%202019.pdf>

IDMC. (2020b, May). *Internal Displacement: Global Overview of Trends and Developments in 2009*. Retrieved from <https://www.acnur.org/fileadmin/Documentos/Publicaciones/2010/7370.pdf>.

IDMC. (2020c). *Azerbaijan: Displacement associated with Conflict and Violence. Figure Analysis – GRID 2020*. <https://www.internal-displacement.org/sites/default/files/2020-05/GRID%202020%20%E2%80%93%20Conflict%20Figure%20Analysis%20%E2%80%93%20AZERBAIJAN.pdf>

IDMC. (2021). *The ripple effect: economic impacts of internal displacement – Unveiling the Cost of Internal Displacement*. <https://www.internal-displacement.org/sites/default/files/publications/documents/IDMC%20Cost%20Estimates%20Report%202021.pdf>

IDMC & UN OCHA. (2008, April). *Guidance on Profiling Internally Displaced Persons*. <https://www.internal-displacement.org/publications/guidance-on-profiling-internally-displaced-persons>

- Inkeles, A. (1960). Social stratification and mobility in the Soviet Union. *Class, Status, and Power*. R. Bendix and S.M. Lipset (eds). The Free Press, New York.
- International Committee of the Red Cross. (2021, September 27). *Nagorno-Karabakh Conflict: 28 years of being displaced from home*.
<https://www.icrc.org/en/document/nagorno-karabakh-28-years-displaced>
- International Crisis Group. (2012, February 27). *Azerbaijan's IDP Burden*.
<https://www.crisisgroup.org/europe-central-asia/caucasus/azerbaijan/azerbaijan-s-idp-burden>
- International Labor Organization. (2019). *Refugees: ILO's support to refugees and communities in Turkey*.
https://www.ilo.org/ankara/projects/WCMS_379375/lang--en/index.htm
- International Monetary Fund. *Staff Country Reports: Azerbaijan Republic*. (2004, October). Issue 323. p. 3-4.
https://www.elibrary.imf.org/doc/IMF002/00525-9781451802627/00525-9781451802627/Other_formats/Source_PDF/00525-9781452760001.pdf.
- Ismayilov, N. V., & Ismayilov, F. (2002). Mental health of refugees: the case of Azerbaijan. *World Psychiatry*, 1(2), 121-122. Retrieved from
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1489868/>.
- ISSOP Migration Working Group. (2017, July 23). ISSOP position statement on migrant child health. *Child: Care, Health and Development*, 44(1), 161-170.
<https://doi.org/10.1111/cch.12485>
- James, N., & Busher, H. (2009). *Online interviewing*. Thousand Oaks, CA: Sage.
- Janesick, V. J. (2014). Oral History Interviewing: Issues and Possibilities. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 300-314). Oxford University Press.
- John Hopkins University. (2013). *Nagorno Karabakh: Understanding Conflict*.
https://sais.jhu.edu/sites/default/files/CM%20Field%20Trip%20NK%20March%2029%20Final_1.pdf.

- Kamrava, M. (2001). State-Building in Azerbaijan: The Search for Consolidation. *Middle East Journal*, 55(2), 216-236.
<http://www.jstor.org/stable/4329615>
- Kanu, Y. (2008). Educational needs and barriers for African refugee students in Manitoba. *Canadian Journal of Education*, 31(4), 915-940.
<https://eric.ed.gov/?id=EJ830509>.
- Kengerlinsky, M. (2004). *Aid Strategies Target Sustainable Development in Azerbaijan*. Migration Policy Institute. <https://www.migrationpolicy.org/article/aid-strategies-target-sustainable-development-azerbaijan>
- Khazanov, A. (1995). *After the USSR: Ethnicity, Nationalism and Politics in the Commonwealth of Independent States*. Madison: University of Wisconsin Press.
- Killen, B. (1992, March 3). Atrocity Reports Horrify Azerbaijan. *Washington Times*.
- Kondylis, F. (2008, April). *Conflict displacement and labor market outcomes in post-war Bosnia & Herzegovina* (HiCN Working Paper 45). The Institute of Development Studies. <https://hicn.org/wp-content/uploads/sites/10/2012/06/wp45.pdf>
- Leon, G. (2012, March). Civil Conflict and Human Capital Accumulation: The Long-term Effects of Political Violence in Peru. *The Journal of Human Resources*, 47(4), 991-1022. <https://www.jstor.org/stable/23798524>
- Lieven, A. (1992, March 3). Massacre Uncovered. *The Times*.
- Maccini, S., & Yang, D. (2009). Under the Weather: Health, Schooling, and Economic Consequences of Early-Life Rainfall. *American Economic Review*, 99(3), 1006-1026. <https://www.jstor.org/stable/25592491>
- Major, J., Wilkinson, J., Langat, K., & Santoro, N. (2013). Sudanese young people of refugee background in rural and regional Australia: social capital and education success. *Australian and International Journal of Rural Education*, 23(3), 95-105. <https://www.academia.edu/70783173/>.

- Mankiw, G., Romer, D., & Weil, D. (1992). A Contribution to the Empirics of Economic Growth. *The Quarterly Journal of Economics*, 107(2), 407-437. https://eml.berkeley.edu/~dromer/papers/MRW_QJE1992.pdf
- Matthews, M. (2008). Schooling and settlement: refugee education in Australia. *International Studies in Sociology of Education*, 18(1), pp. 31-45.
- Mikailova, U. T. (1999). *Feminism in Azerbaijan*. Baku, Azerbaijan: Network Women's Program.
- Miller, V. W., & Affolter, F. W. (2002). *Helping Children Outgrow War*. SD Technical Paper. p. 93-Retrieved from <https://files.eric.ed.gov/fulltext/ED468630.pdf>.
- Ministry of Foreign Affairs of the Republic of Azerbaijan. Department for Analysis and Strategic Studies. (2017). *Documents of International Organizations of the Armenia-Azerbaijan conflict*.
- Monin, K., Batalova, J., & and Lai, T. (2021). *Refugees and Asylees in the United States*. Migration Policy Institute. <https://www.migrationpolicy.org/article/refugees-and-asylees-united-states-2021#refugee-arrivals-countries-origin>.
- Moreno, V. G., & Patrinos, H. A. (2020, January). *Returns to Education in Azerbaijan (AMSSW)*. World Bank Group: Education Global Practice. Policy Research Working Paper 9117.
- Nagiyev, A. (2000, January 18). Minister of Labor and Social Welfare, Azerbaijan Republic. Interview with author. Baku.
- Najafizadeh, M. (2003). Women's Empowering Carework in Post-Soviet Azerbaijan. *Gender and Society*, 17(2), 293-304. <http://www.jstor.org/stable/3594693>
- Najafizadeh, M. (2012). Gender and Ideology: Social change and Islam in Post-Soviet Azerbaijan. *Journal of Third World Studies*, 29(1), 81-101. <http://www.jstor.org/stable/45194854>
- Najafizadeh, M. (2013). Ethnic conflict and forced displacement: narratives of Azeri IDP and refugee women from the Nagorno-Karabakh War. *Journal of International Women's Studies*, 14(1), 161. Retrieved from <https://go-gale->

com.ezproxy.bu.edu/ps/i.do?p=CWI&u=bost84371&id=GALE|A330677709
&v=2.1&it=r.

- Nicholas, D. B., Lach, L., King, G., Scott, M., Boydell, K., Sawatzky, B., Young, N. L. (2010). Contrasting internet and face-to-face focus groups for children with chronic health conditions: Outcomes and participant experiences. *International Journal of Qualitative Methods*, 9(1), 105–121. doi:10.1177/160940691000900102.
- OECD. (2003). *Education at a Glance: OECD Indicators*. Paris: *Organization for Economic Cooperation and Development*.
- OECD. (2018). *Learning from Data: Proceedings from the Third Policy Forum. Strength through Diversity*. <http://www.oecd.org/education/school/3rd-Forum-Proceedings.pdf>.
- OECD. (2019). Family Database Social Policy Division. *Enrolment in childcare and pre-school*. https://www.oecd.org/els/soc/PF3_2_Enrolment_childcare_preschool.pdf.
- OHCHR (The Office of the High Commissioner for Human Rights). (n.d.). *About internally displaced persons*. <https://www.ohchr.org/en/special-procedures/sr-internally-displaced-persons/about-internally-displaced-persons>
- O'Hare, B. A. M., & Southall, D. P. (2007). First do no harm: The impact of recent armed conflict on maternal and child health in Sub-Saharan Africa. *Journal of the Royal Society of Medicine*, 100(12), 564-570. <https://journals.sagepub.com/doi/pdf/10.1177/0141076807100012015>
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(3), 329-347. doi:10.1177/10778004008003008.
- O'Malley, B. (2010). *Education under attack*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000186809>
- Ozturk, I. (2001, Winter). The role of education in economic development: a theoretical perspective. *Journal of Rural Development and Administration*, 18(1), 39-47. <http://dx.doi.org/10.2139/ssrn.1137541>

- Quinn-Judge, P. (1992, March 3). Armenians Killed 1000, Azeris Charge. *The Boston Globe*.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Parliamentary Assembly. (2021, September 13). *Humanitarian consequences of the conflict between Armenia and Azerbaijan*. <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=29401&lang=en>
- Patton, M.Q. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage. <https://legacy.oise.utoronto.ca/research/field-centres/ross/ctl1014/Patton1990.pdf>
- Patton, M.Q. (2001). *Qualitative Research and evaluation methods* (3rd ed.). Sage Publications. <https://aulasvirtuales.files.wordpress.com/2014/02/qualitative-research-evaluation-methods-by-michael-patton.pdf>
- Privat, P., & Le Vine, S. (1992, March 16). The Face of a Massacre. *Newsweek*.
- Ravallion, M., Chen, S., & Sangraula, P. (2007). New Evidence on the Urbanization of Global Poverty. *Population and Development Review*, 33(4), 667–701. <http://www.jstor.org/stable/25487618>
- Redmond, R. (1994, December 1). Refugees Magazine Issue 98 (After the Soviet Union) - *Conflict in the Caucasus*. UNHCR. <https://www.unhcr.org/en-us/publications/refugeemag/3b54208d3/refugees-magazine-issue-98-soviet-union-conflict-caucasus.html>
- Ressler, E. M., Tortorici, J. M., & Marcelino, A. (1993). *Children in war: A guide to the provision of services*. UNICEF. https://www.edulinks.org/sites/default/files/media/file/Children_in_war_a_guide.pdf

- Reuters. (1992, March 3). Massacre by Armenians Being Reported. *New York Times*, p. A3. <https://www.nytimes.com/1992/03/03/world/massacre-by-armenians-being-reported.html>.
- Rodriguez, C. & Sanchez, F. (2012, February 14). Armed Conflict Exposure, Human Capital Investments and Child Labor: Evidence from Colombia. *Defence and Peace Economics*, 23(2), 161-184. <https://doi.org/10.1080/10242694.2011.597239>
- Safizadeh, F. (1998). On Dilemmas of Identity in the Post-Soviet Republic of Azerbaijan. *Caucasian Regional Studies*, 3(1). Retrieved from https://ciaotest.cc.columbia.edu/olj/crs/crs_1998/crs98_saf01.html.
- Sarmini, I., Topchu, E., & Scharbrodt, O. (2020). Integrating Syrian refugee children in Turkey: The role of Turkish language skills (A case study in Gaziantep). *International Journal of Educational Research Open*, 1(10007). <https://doi.org/10.1016/j.ijedro.2020.100007>.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3-4), 207-31. <https://doi.org/10.1080/00461520.1991.9653133>.
- Seker, B. D., & Sirkeci, I. (2015). Challenges for refugee children at school in Eastern Turkey. *Economics & Sociology*, 8(4), 122-133. DOI: 10.14254/2071-789X.2015/8-4/9
- Seyidov, J., & Adomaitiene, R. (2016). Factors influencing local tourists' decision-making on choosing a destination: a case of Azerbaijan. *Ekonomika*, 95(3), pp. 112-127. doi:10.15388/Ekon.2016.3.10332.
- Shakya, A. (2011). Experiences of children in armed conflict in Nepal. *Children and Youth Services Review*, 33(4), 557-563. <https://www.sciencedirect.com/science/article/abs/pii/S0190740910002586>
- Shatalin, I. V. (Commander of Internal Forces in the Caucasus). Interviewed on November 24, 1988.
- Shemyakina, O. (2011, July). The effect of armed conflict on accumulation of schooling: Results from Tajikistan. *Journal of Development Economics*, 95(2), 186-200. <https://doi.org/10.1016/j.jdeveco.2010.05.002>

- Silova, I., Budiene, V., & Bray, M. (2006). *Education in a Hidden Marketplace: Monitoring of Private Tutoring in the Nine Countries of the Former Socialist Bloc*. New York: Open Society Institute.
- Silova, I., Johnson, M. S., & Heyneman, S. P. (2007, May). Education and the Crisis of Social Cohesion in Azerbaijan and Central Asia. *Comparative Education Review*, 51(2), 159-180. <https://doi.org/10.1086/512022>
- Smolowe, J. (1992, March 16). Tragedy Massacre in Khojaly. *Time*. Retrieved from <http://content.time.com/time/subscriber/article/0,33009,975096,00.html>.
- Social Studies Center, Institute of Sociology and Political Science (SORGU) and the World Bank. (1995). *Azerbaijan Survey of Living Conditions 1995*. <https://microdata.worldbank.org/index.php/catalog/408>
- State Statistical Committee of Azerbaijan Republic. (2000). *Women and men in Azerbaijan 2000*. Baku: State Statistical Committee of Azerbaijan Republic.
- State Statistical Committee of the Republic of Azerbaijan. (n.d.). *Official page*. <https://www.stat.gov.az/>
- State Statistical Committee of the Republic of Azerbaijan. (2001). *Household Budget Survey 2001*. <https://catalog.ihsn.org/index.php/catalog/2162>
- State Statistical Committee of the Republic of Azerbaijan. (2008, May). *Azerbaijan Demographic and Health Survey 2006*. <https://dhsprogram.com/pubs/pdf/fr195/fr195.pdf>
- Steiner-Khamsi, G., ed. (2004). *The Global Politics of Educational Borrowing and Lending*. New York: Teachers College Press.
- Strauss, V. (2013, December 5). Nelson Mandela on the power of education. *Washington Post*. <https://www.washingtonpost.com/news/answer-sheet/wp/2013/12/05/nelson-mandelas-famous-quote-on-education/>
- Sumbatzade, A. S. (1987). *Azerbaijan historiography of 19th-20th centuries*. Elm.
- Suny, R. G. (1972). *The Baku Commune, 1917–1918: Class and Nationality in the Russian Revolution*. Princeton, N.J.: Princeton University Press, pp. xxviii, 412.

- Swietochowski, T. (1991). The Politics of a Literary Language and the Rise of National Identity in Russian Azerbaijan Before 1920. *Ethnic and Racial Studies*, 14/1 (January), 55-63.
- Swietochowski, T. (2002). Azerbaijan: The Hidden Faces of Islam. *World Policy Journal*, 19(3), 69-76. <http://www.jstor.org/stable/40209821>
- Taubman, P. (1988, December 12). Soviet Relief Plane Crashes Killing 78. *The New York Times*, p. 8. <https://www.nytimes.com/1988/12/12/world/soviet-relief-plane-crashes-killing-78.html>
- Tokluoglu, C. (2012). Perceptions of State and Leadership in Post-Soviet Azerbaijan (1991–2009). *Middle Eastern Studies*, 48(3), 319-343. <http://www.jstor.org/stable/23217359>
- Tomasevski, K. (2001). Right to Education Primer No. 3: Human Rights Obligations: Making Education Available, Accessible, Acceptable, and Adaptable. *Swedish International Development Cooperation Agency*.
- Topkhana obretaet pervozdannyyi vid.* (1988, November 28). *Izvestiya*. (1988, December 5. RL Features Digest).
- United Nations Country Team. (2021, January 28). *UN-Azerbaijan Sustainable Development Cooperation Framework 2021-2025*. https://unsdg.un.org/sites/default/files/2021-01/Azerbaijan-UNSDCF-2021-2025_1.pdf
- UNDP. (2000a). Azerbaijan human development report. *United Nations Development Programme*. Baku, Azerbaijan.
- UNDP. (2000b). *Women and violence*. Gender in Development Unit and Symmetry. Baku, Azerbaijan: United Nations Development Programme and Symmetry Gender Association.
- UNDP. (2001). *Human Development Report*. New York: UNDP.
- UNESCO Institute for Statistics and UNICEF. (2015). *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*. <https://files.eric.ed.gov/fulltext/ED560017.pdf>

- UNHCR. (n.d. -a). *Statistical Yearbook Data: Humanitarian Data Exchange*.
<https://www.unhcr.org/pages/4a02afce6.html>
- UNHCR. (n.d. - b). *What is a refugee?* <https://www.unhcr.org/en-us/what-is-a-refugee.html>
- UNHCR. (1994). *Populations of Concern to UNHCR: A Statistical Overview*.
Retrieved from <https://www.unhcr.org/3bfa33154>.
- UNHCR. (1996, May 1). *UNHCR publication for CIS Conference (Displacement in the CIS) - Conflicts in the Caucasus*. <https://www.unhcr.org/en-us/publications/refugeemag/3b5583fd4/unhcr-publication-cis-conference-displacement-cis-conflicts-caucasus.html>
- UNHCR. (2005a, January). *Note on Potential Support to IDP Programme in Azerbaijan*. Reintegration and Local Settlement Section.
<https://unece.org/fileadmin/DAM/hlm/prgm/cph/experts/azerbaijan/documents/CPdocuments/UNHCR.IDP.prog.support.pdf>
- UNHCR. (2005b, March 14-24). *Assessment of the IDP Situation in Azerbaijan and Cooperation Mechanisms in Place to Address Their Needs*. OCHA Mission to the Republic of Azerbaijan.
<https://www.refworld.org/pdfid/442d369d4.pdf>
- UNHCR. (2009, October). *Azerbaijan: Analysis of Gaps in the Protection of Internally Displaced Persons (IDPs)*. Retrieved from
<https://www.unhcr.org/4bd7edbd9.pdf>.
- UNHCR. (2018). *Turkey Resettlement Fact Sheet*. <https://www.unhcr.org/tr/wp-content/uploads/sites/14/2018/10/UNHCR-Turkey-Resettlement-Fact-Sheet-September-2018.pdf>
- UNHCR. (2019a). *Global Report 2019*. <https://www.unhcr.org/globalreport2019/>.
- UNHCR. (2019b). *Global Trends: Forced Displacement in 2019*.
<https://www.unhcr.org/be/wp-content/uploads/sites/46/2020/07/Global-Trends-Report-2019.pdf>.
- UNHCR. (2019c, September). *Education 2030: A Strategy for Refugee Education*.
<https://www.unhcr.org/en->

us/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html

- UNHCR. (2020a). *Global Trends: Forced Displacement in 2020*. Retrieved from <https://www.unhcr.org/60b638e37/unhcr-global-trends-2020>.
- UNHCR. (2020b). *Mid-Year Trends 2020*. <https://www.unhcr.org/5fc504d44.pdf>
- UNHCR. (2021). *Global Appeal 2021 Update*. <https://www.unhcr.org/globalappeal2021/#>.
- UNHCR Turkey. (n.d.). *Refugees and Asylum Seekers in Turkey*. <https://www.unhcr.org/tr/en/refugees-and-asylum-seekers-in-turkey>
- UNICEF. (n.d.). *Convention on the Rights of the Child*. <https://www.unicef.org/child-rights-convention>
- UNICEF and the Republic of Azerbaijan. (1999). *Children and women in Azerbaijan: A situation analysis*. Baku: United Nations Children's Fund and the Republic of Azerbaijan.
- UNICEF ICDC. (1999). *After the Fall: The Human Impact of Ten Years of Transition*. Florence: UNICEF ICDC.
- UNICEF ICDC. (2002). *After the Fall: The Human Impact of Ten Years of Transition*. Innocenti Social Monitor. Florence: ICDC.
- UNICEF. (2009, December 31). *Study on early marriages in Azerbaijan*.
- UNICEF. (2018, February). *Children on the Move: Key Facts and Figures*. Retrieved from <https://data.unicef.org/resources/children-move-key-facts-figures/>
- UNICEF. (2020, April). *Child Displacement: Migration and Displacement*. Retrieved from <https://data.unicef.org/topic/child-migration-and-displacement/displacement/>
- United Nations. (2007, December 21). Children and armed conflicts. *General Assembly Security Council A/62/609-S/2007/757*. Retrieved from <http://especiales.rcn.com.co/guerraninos/images/Ninosyconflictosarmados.pdf>

- United Nations. (2013, December 21). Children and armed conflicts. *General Assembly Security Council A/62/609-S/2007/757*. Retrieved from <http://especiales.rcn.com.co/guerraninos/images/Ninosyconflictosarmados.pdf>
- United Nations. (2015, March 9). General Assembly Human Rights Council. *Letter dated 26 February 2015 from the Permanent Representative of the Republic of Azerbaijan to the United Nations Office at Geneva addressed to the President of the Human Rights Council*. https://ap.ohchr.org/documents/E/HRC/c_gov/A_HRC_28_G_9.doc.
- United Nations. (2017, September). *Children's Fund, Education Uprooted*. New York. Retrieved from https://www.unicef.org/publications/index_100817.html
- United Nations. (2018). *Global Compact for Safe, Orderly and Regular Migration*. United Nations, International Organisation for Migration.
- United Nations. (2019, March 25). General Assembly Security Council. *Letter dated 25 March 2019 from the Permanent Representative of Azerbaijan to the UN addressed to the Secretary-General*. Retrieved from <https://digitallibrary.un.org/record/3798781?ln=en>.
- United Nations Country Team. (2003, August). *Common Country Assessment (CCA) Azerbaijan*. https://www4.unfccc.int/sites/NAPC/Country%20Documents/Parties/3546-Azerbaijan_UNDAF__2005-2009_.doc
- United Nations Economic and Social Council. (1991, May 30). *Refugee and displaced women and children E/RES/1991/23*. <https://www.unhcr.org/en-us/excom/ecores/3ae69eee14/refugee-displaced-women-children.html>
- U.S. Embassy Baku. (2022, June 20). *Ambassador Litzenberger's Statement on World Refugee Day*. <https://az.usembassy.gov/ambassador-litzenbergers-statement-on-world-refugee-day/>
- U.S. Government Accountability Office. (2017). *Refugees: Actions Needed by State Department and DHS to Further Strengthen Applicant Screening Process and*

- Assess Fraud Risks* (GAO-17-706). Retrieved from <https://www.gao.gov/products/gao-17-706>.
- Verme, P. (2017, April). *The Economics of Forced Displacement*. (Policy Research Working Paper 8038). World Bank Group. <https://openknowledge.worldbank.org/handle/10986/26476>
- Verwimp, P. & Bundervoet, T. (2008). *Consumption Growth, Household Splits and Civil War* (Microcon Research Working Paper 9).
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81. <https://doi.org/10.1006/ceps.1999.1015>.
- Wigfield, A., Cambria, J., & Eccles, J. S. (2012). Motivation in education. *The Oxford Handbook of Human Motivation*. In R. M. Ryan (Ed.), 463–478. Oxford, UK, Oxford University Press.
- Winthrop, R. & Kirk, J. (2008). Learning for a bright future: Schooling, armed conflict, and children’s well-being. *Comparative Education Review*, 52(4), 639-661. <https://www.journals.uchicago.edu/doi/abs/10.1086/591301>
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- World Bank. (n.d. -a). *Data: Azerbaijan*. <https://data.worldbank.org/country/azerbaijan>.
- World Bank. (n.d. -b). *The Human Capital Project: Frequently Asked Questions*. <https://www.worldbank.org/en/publication/human-capital/brief/the-human-capital-project-frequently-asked-questions#:~:text=Human%20capital%20consists%20of%20the,as%20productive%20members%20of%20society>.
- World Bank. (2003). *Azerbaijan - Poverty Assessment*. Washington, DC: World Bank.
- World Bank. (2011, October). *Azerbaijan: Building Assets and Promoting Self Reliance: The Livelihoods of Internally Displaced Persons*. Social Development. Report No. AAA64-AZ.

<https://openknowledge.worldbank.org/bitstream/handle/10986/2794/AAA640ESW0P1180ort0complete0highres.pdf?sequence=1&isAllowed=y>

World Bank. (2012, May). Europe & Central Asia: Knowledge Brief. Volume 51. *The Second Azerbaijan Rural Investment Project: Social Analysis for Better Project Design*.

<https://openknowledge.worldbank.org/bitstream/handle/10986/10040/691030BRI00PUB0KB0510Azerbaijan0RIP.pdf?sequence=1&isAllowed=y>

World Bank Group. (2015, April). *World Bank Group Azerbaijan Partnership Program Snapshot*. Retrieved from

<https://www.worldbank.org/content/dam/Worldbank/document/Azerbaijan-Snapshot.pdf>

World Bank Group. (2018). Systems Approach for Better Education Results. *Early Childhood Development: Republic of Azerbaijan*. SABER Country Report. Retrieved from

<https://openknowledge.worldbank.org/bitstream/handle/10986/31040/132720-AZE-SABER-ECD-Postreview-Final-draft-updated-12-11-18.pdf?sequence=1&isAllowed=y>

World Bank Group. (2021, June 22). *10 Years On, Turkey Continues Its Support for an Ever-Growing Number of Syrian Refugees*.

<https://www.worldbank.org/en/news/feature/2021/06/22/10-years-on-turkey-continues-its-support-for-an-ever-growing-number-of-syrian-refugees>

World Food Programme. (2005, February). *Azerbaijan Food Security and Nutrition Survey conducted in September-October 2004*.

<https://www.refworld.org/pdfid/442d369d4.pdf>

Yilmaz, H. (2013). The Soviet Union and the Construction of Azerbaijani National Identity in the 1930s. *Iranian Studies*, 46(4), 511–533.

<http://www.jstor.org/stable/24482865>

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Young, A. (2013). Inequality, the Urban-Rural gap, and Migration. *The Quarterly Journal of Economics*, 128(4), 1727-1786.
<https://www.jstor.org/stable/26372536>

CURRICULUM VITAE

