FACULTY OF EDUCATION
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INCLUSIVE EDUCATION: DYNAMICS OF INCLUSION AND EXCLUSION OF REFUGEES FROM THE HOST EDUCATION SYSTEM.

An Investigation on the Education for Refugees in Meheba Settlement Camp in Zambia

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Supervisor:	Michael Hansen
Examiner:	Daniel Bergh

Abstract

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Aim: The purpose of this study is to examine how inclusive education for refugees in organized settlement camp is by exploring the dynamics of inclusion and exclusion of refugees from the classroom and school organization as the subsystems of the education system and the influence of external-factors (societal system) on the inclusion and exclusion of refugees from the host education system. Refugees in the selected camp live with nationals and have access to the same schools in the settlement camp. Thus, the goal of the current study is to map the education system's way of working by identifying different types of mechanisms that influence inclusion and exclusion of refugees from the host education system.

Theory: The systems Theory by Niklas Luhmann serves as the primary theoretical framework guiding the current study. Systems Theory helped the researcher to focus on the societal system (external factor) as well as classroom and school organization as subsystems of the education system to explore mechanisms that perpetuates inclusion and exclusion of refugees from the host education system.

Method: The qualitative research approach was adopted in order to examine how inclusive education for refugees is in the settlement camp. Specifically, the data was collected through two Focus Group Discussions (FGDs), with the first one comprising 5 refugee students drawn from the primary school and the second one comprising 5 refugee students drawn from the secondary school within the refugee settlement camp. Data was also obtained through interviews with policy informers (head teacher; class teacher; education coordinator and refugee officer). The current study further considered secondary sources of data through document review of the 'Zambia Refuge Act No.1 of 2017' and Zambia Immigration and Deportation Act of 2017'.

Results: The new understanding that emerged from the results of the findings which may be cardinal to consider when examining inclusive education for refugees in the settlement camp was the 'self-exclusion mechanism' where refugees in the settlement camp consciously decide to self-exclude themselves from engaging in the host education system for various reasons. Further, the results of the findings depicts that the refugee education in Zambia takes a pyramidal structure. Implying that at the base, the highest number of refugees is enrolled in primary education due to favorable policies supporting inclusion of refugees in the education system (such as free-education policy). However, as refugees progress to secondary education and then higher education the number tend to decrease due to different types of mechanisms (such as exclusion as well as including exclusion). Finally, the findings of the study also revealed that legal caveats pertaining study permit requirement and restricted freedom of movement of refugees acts as the major exclusion mechanism inhibiting refugees from accessing higher education.

Acknowledgement

Table of contents

FIGURES

TABLES

ACRONYMS

UNHCR …….. United Nations High Commissioner for Refugees
FGD…………..Focus Group Discussion
SDG…………..Sustainable Development Goals
UNESCO………United Nations Educational Scientific and Cultural Organization
PTSD…………..Post Traumatic Stress Disorder
NGO……………Non-Governmental Organization

1. INTRODUCTION

According to the UNHCR [United Nations High Commissioner for Refugees] (2022), by the end of 2021 and from a worldwide perspective, about 89.3 million forcibly displaced people were recorded, who include, but not limited to: refugees, asylum seekers, stateless people and internally displaced people. UNHCR (2022) defines a refugee as a person who has been forced to flee their country due to different circumstances that may include: persecution; war or violence. In most cases refugees are unwilling to return to their home country because of fear of persecution that may be based on race, religion, membership in a particular social group as well as nationality. UNHCR (2022) further asserts that refugees are spread in different parts of the world, with Türkiye hosting the largest number of refugees amounting to about 3.7 million, and Colombia is second with more than 2.5 million refugees and people in other categories that need international protection.

Additionally, Egner (2015) asserts that refugees in host countries need international protection and support until they (refugees) can safely return home or rather find a new permanent settlement. Provision of education is a form of support given to refugees in host countries not only because education is a fundamental human right, but also due to the fact that provision of education to refugees helps them (refugees) to develop new skills and eventually become self-sufficient. The need to provide education to refugees prompted the establishment of the 'Refugee Education 2030', which is a strategy for refugee inclusion in the host country's education system, that was developed through a collaborative and consultative process with stakeholders across UNHCR and partners; international organizations; other United Nation agencies; governments; education networks; multilateral organization and the private sector (Le, 2021).

Furthermore, when examining the inclusion of refugees in the host education system, the two major aspects that problematize research include the definition of the concept 'inclusion' (*the adopted definition of inclusion for the current study is stated in the theoretical framework*) and the organization of formal education for refugees in the host countries. According to the 2019 Global Framework for Refugee Education (which is a strategy for refugee inclusion through concrete action that helps in achieving inclusive and equitable quality education for all by 2030) *'Inclusion'* is the process of ensuring that all the refugees in the host countries, irrespective of their background, have access to *quality education* which would enable them (refugees) to fully participate in the host society (Global Refugee Forum, 2019). The definition of inclusion above may apply in developed countries that have established a quality education system, and inclusion of refugees in the education system of developed countries may automatically translate to inclusion in quality education. On the contrary, in developing countries like Zambia, whose education system is compromised in terms of quality, the inclusion of refugees in host education system entails inclusion in the education system that is already compromised.

Organization of formal education for refugees depends on the host country. According to Devictor (2017) the first approach of providing formal education to refugees within the host education system involve enrolling the refugee students in existing schools and providing language support and other necessary resources to help refugees integrate into the education system. In some cases, the host countries may deliberately establish special schools or classes specifically meant for refugee students. The second approach of providing formal education to refugees is done in the refugee settlement camp were primary and secondary schools are established to serve the educational needs of refugees. The schools in the refugee settlement camp may be staffed by trained teachers and provide a more structured learning environment for refugees.

The current study focuses on education for refugees provided in refugee settlement camp in Zambia. There are four (4) refugee settlements camps in Zambia (*whose formal education is organized as the*

second approach described above) where refugees and nationals live together in the settlement camps and have access to the same primary and secondary schools within the camps. This implies that schools in the settlement camps are open to both refugees and nationals. Some studies conducted in the recent past on refugees in the settlement camps focus more on challenges faced by refugee students (as individuals). For instance, the study conducted by Muchindu (2022) in Zambia revealed that some of the notable challenges faced by refugees in Zambia, includes, but not limited to: lack of adequate resources, such as learning materials and classrooms; as well as insufficient teachers to meet the educational needs of refugees.

Moreover, it is noted that most studies focus so much on the refugees as individuals. Hence, there is a gap in literature on studies focusing on institutions (systems and subsystems) mandated to offer education to refugees in the host country. Besides, few studies that tend to focus on institutions to investigate inclusive education for refugees only focus on one component of the institution, which may be a 'school' or 'classroom'. Therefore, the current study examines inclusive education for refugees in the settlement camp in Zambia by exploring both inclusion and exclusion of refugees from the classroom and school organization as subsystems of the education system as well as the influence of the societal system on the inclusion and exclusion of refugees from the education system.

Background of the Study

Investigating inclusive education for refugees involves an in-depth studying and understanding of various aspects related to providing equitable and quality education to refugee students. It also encompasses exploring the challenges, opportunities, and strategies associated with creating an inclusive learning environment that supports the educational needs of refugee students (Veck, Dovigo, and Proyer, 2021). Research focusing on inclusive education for refugees aims to address the barriers and promote the successful integration of refugees into the education system. The following are a few relevant studies focusing on inclusive education for refugees.

To start with, a study by Cin and Doğan (2020) sought to reveal social and cultural motivations causing the barriers in front of the inclusive education for refugees within the school environments. The findings of this study identified: language diversity, social problems in the school organization, and dilemmas based upon the integration of policies as barriers in front of inclusive education. In the findings of the study, Cin and Doğan (2020) also assert that to achieve a substantial inclusion of refugees in the education system, there is need for a collective and holistic approach in overcoming the barriers in front of inclusive education for refugees.

Further, Dobson, Agrusti, and Pinto (2019) argue that the concepts of 'integration' and 'inclusion' of refugee students in the host education system are often times used interchangeably even if they do not mean the same thing. According to Abamosa, Hilt, and Westrheim (2020) integration refers to a process where vulnerable students (such as refugees) are being placed in regular schools, without any accompanying changes in the organization of the school. Inclusion on the other hand, refers to a process in which the school is organized in a way that it accepts and accommodates for differences in children as an evident fundamental condition (UNESCO, 2000). Thus, according to Dobson et al., (2019) in most host countries, refugees are integrated in the classroom, but seemingly not included.

Veck et al., (2021) also argues that integration of refugee students is not sufficient, instead classrooms hosting refugees should strive to be inclusive. Inclusive classrooms are the most effective ways of combating discriminatory practices and attitudes, building an inclusive society and can also improve cost-effectiveness and efficiency of the entire education system (Cin and Doğan, 2020). It is worth noting that the classroom is part of the school organization, therefore the school organization should strive to be inclusive of refugee students. A study by Dijkshoorn (2016) that sought to investigate what schools in other countries are doing in order to support refugee students and facilitate inclusion in

schools, revealed that schools play a cardinal role in supporting the inclusion of refugee students in the host education system. Hence, more high quality research is necessary as a way of assessing the effectiveness of supports that minimize the barriers towards learning and promoting inclusion in schools.

The few studies focusing on inclusive education for refugees often times do not adopt the 'holistic perspective' in investigating inclusive education for refugees. Studies that focus on investigating inclusive education by focusing only on either 'classroom' or 'school organization' end up recommending for further studies taking a 'holistic perspective' in investigating inclusive education for refugees. For instance studies by (Veck et al., 2021; Cin and Doğan, 2020; Dijkshoorn, 2016) recommends for a holistic approach in investigating inclusive education.

Nevertheless, as the deviation of the current study, instead of focusing on refugees as 'individuals', the current study focuses on the 'education system', 'subsystems' and influence of the 'societal system' on the inclusion and exclusion of refugee students from the education system. Generally, the current study contributes to scholarship on refugee education. The specific focus of the current study has not been fully explored by prior research, especially investigating inclusive education for refugees in the settlement camp from a 'holistic perspective'. The contribution of the current study is based on 'three level contribution', these include, dynamics of inclusion and exclusion of refugees at classroom level; school organization and the influence of the societal system on inclusion and exclusion of refugee students from the education system.

With reference to the 'first level contribution' to scholarship on refugee education, the current study contributes to different mechanisms that perpetuate inclusion and exclusion of refugees from the classroom as a subsystem. By so doing, understanding the mechanisms that leads to the exclusion of refugee students at classroom level may help educators and policymakers in any country hosting refugees to identify and address the specific barriers that refugee students face in accessing and participating in the host education system. Hilt (2016) adds that having a comprehensive understanding of specific knowledge on the inclusion and exclusion 'mechanisms' at 'classroom' level may equally help in developing targeted interventions and support systems to remove these barriers and create inclusive learning environments.

In addition to the above, identifying the mechanisms of inclusion and exclusion at classroom level, also provides insights not only on the importance of interactions of the teacher and refugee students, but also stresses on knowledge and skills that teacher may need to effectively support refugee students at classroom level. Bačáková and Closs (2013) posits that identifying specific knowledge and skills needed by teachers to handle refugee students may help in designing teacher training programmes and professional development initiatives that equip educators with the necessary tools to address the unique needs of refugee students and create inclusive classrooms. This empowers teachers to be agents of change and advocate for the inclusion of all students.

In the 'second level contribution' to scholarship on refugee education, the current study contributes to different mechanisms that influence the inclusion and exclusion of refugees from the school organization. Identifying the mechanisms that perpetuates inclusion and exclusion helps to inform the development of policies and guidelines that may promote the inclusion of refugee students within the school organization. The current study contributes by providing insights into the specific challenges (mechanisms) and needs of refugee students, with potential to enable policy makers design effective strategies, allocate resources, and implement inclusive policies that address these challenges not only applicable to the organization of formal education for refugees in the settlement camp, but also other forms of organization of formal education common in developed countries. In support of the above the study by Dijkshoorn (2016) reveals that identifying mechanisms that fosters inclusion and exclusion of

refugee students from the school organization is the right step in promoting a supportive and welcoming environment within schools through policy developments.

Additionally, identification of exclusionary mechanisms sheds light on the structural barriers that inhibit the inclusion of refugee students within the school organization. These barriers may include, but not limited to: discriminatory policies, language barriers, inadequate support services, limited cultural responsiveness and biased assessments and placement practices. By identifying and addressing these structural barriers, school organizations can work towards creating an inclusive and equitable environment for refugee students (Abamaso et al., 2020). The current study also contributes by uncovering the underlying structures, policies, and practices that either promote or impedes the educational inclusion of refugees. This comprehensive understanding is cardinal for developing targeted strategies to address exclusionary mechanisms and create inclusive school environments.

In the 'third level contribution', the current study highlights how the society (external factors) may influence the inclusion and exclusion of refugee students from the education system. According to Devictor (2017) identifying societal influences may help with policy and advocacy as well as addressing laws of the host countries that may be discriminatory towards the inclusion of refugees in the host education system. Knowledge of societal influences helps to inform the development of inclusive education policies and advocacy efforts at national level. The current study contributes by providing evidence and insights to global actors on refugee education, policymakers, and educators, enabling them to advocate for systemic changes that promotes educational rights and opportunities of refugee students in host countries. Enakshi-Sengupta and Blessinger (2018) adds that addressing societal influences, policies and laws of the host country may help to foster a supportive and inclusive educational environment for refugees nationally.

Most studies on refugee education focus on refugees as 'individuals' and few studies that focus on the institutions (subsystems) only focus on one subsystem (classroom). For instance, a study by Hilt (2016) focused on the 'language introductory class for refugees' and other studies by (Veck et al., 2021; Cin and Doğan, 2020; Dijkshoorn, 2016) focus on the 'school organization' in investigating inclusive education for refugees. The current study evidently contributes to scholarship on refugee education and goes beyond prior studies by investigating inclusive education for refugees from a 'holistic perspective' guided by Luhmann (1997) Systems Theory.

Problem Statement

Provision of education for refugees is a complex and multi-faceted challenge. With millions of refugees living in host countries throughout the world, there is an urgent need for education services and resources to support the refugees. Sustainable Development Goal (SDG) 4: 'Quality Education' supports the inclusion of refugees in the education system. To be specific, SDG 4, Target 4.5 aims at not only eliminating gender disparities in education but also provision of equal access to all levels of education to the indigenous and children in vulnerable situations such as refugees.

In the 'All Inclusive: Campaign for Refugee Education Report', UNHCR (2022), was of the view that there is no 'one-size-fits-all' model for inclusion of refugees in the education system of host countries. This is because provision of inclusive education for refugees is a spectrum of approaches, policies and prioritized inclusion activities and practices that are highly dependent on context. Therefore, it is imperative to explore the inclusion and exclusion of refugees from the host education system contextually.

With reference to provision of formal education to refugees in the settlement camp in Zambia. The study conducted by Gesami (2022) depicted that Meheba refugee settlement camp experiences an influx of refugees as a result of the heavy tensions that broke out in March 2022 and still ongoing,

between the Republic of Congo (DRC) and Rwanda which has led to several alleged attacks by Congolese and Rwandan territory. The location of the Meheba refugee settlement camp is close to the Republic of Congo (see figure 1.2), hence the heavy tension stated above contributes to the influx of Congolese and Rwandan refugees trooping to Meheba refugee settlement camp, thereby putting a strain on the limited resources and institutions (schools) meant to serve the needs of refugees in the settlement camp.

Due to an influx of refugees in the settlement camp, despite efforts, policies and initiatives put forth by international organizations (such as UNHCR) and the Zambian Government to promote inclusion, the refugees continue to face significant barriers when it comes to accessing education and fully participating in the education system. These barriers have potential to limit the ability of refugees to achieve academic success and develop the skills and knowledge needed to succeed in life and possibly contribute to the host communities. Furthermore, the exclusion of refugees from the education system can have broader societal implications, including but not limited to the perpetuation of social and economic inequalities.

The current study is timely as it gives a clear picture of the overcrowding of the settlement camp necessitated by the tensions in neighboring countries and the operation of the education system in the settlement camp. In responding to the research problem identified and described above. The three research questions considered in the current study takes a holistic view in examining how inclusive education for refugees is by exploring the dynamics of inclusion and exclusion of refugee students from the education system:

In response to the research problem, I developed the first research question which focuses on mechanisms at classroom level as a subsystem that contributes to inclusion and exclusion of refugee students from education system. The first research question was developed to get an in-depth understanding of how classroom interactions and practices may foster inclusion and exclusion of refugee students from the education system. According to Oh, and Van-der-Stouwe (2008) investigating the inclusiveness of the classroom for refugee students promotes social justice by challenging discriminatory practices, fostering cultural recognition, empowering students and advocating for equal access and opportunities for refugee students. It also empowers policymakers, educators and stakeholders to create environments where refugee students can thrive academically, emotionally, and socially, contributing to the successful integration of refugee students in their new educational contexts and societies.

The second research question focuses on mechanisms at school organization level as a subsystem that contributes to inclusion and exclusion of refugee students from the education system. I developed this question in order to have an in-depth understanding of how inclusive the school organization as a subsystem is towards refugee students. Kaysili, Soylu, and Sever (2019) adds that prioritizing inclusiveness within the school organization helps in creating an environment where refugee students feel supported, valued and empowered, thereby contributing to refugee students overall well-being.

According to Luhmann and Schorr (2006) the education system is part of the society. Thus, in the third research question developed, I focused on how the societal system may influence the inclusion and exclusion of refugee students from the education system. Kaysili et al., (2019) adds that the societal system has a crucial role in fostering an inclusive and supportive environment that embraces diversity, challenges prejudices and recognizes the rights of refugees and potential of refugee students. Having a full understanding of the influence of the societal system on inclusion and exclusion of refugees from the education system may help in addressing societal barriers and at the same time promoting inclusive practices.

In pursuing the current study, I was highly influenced by the Luhmann (1997) Systems Theory not only in formulation of the research problem and three (3) research questions but also understanding and making sense of the data collected from the participants. The influence of the Systems Theory stems from its features among others, the two features include: 'holistic perspective' as well as 'boundary maintenance and differentiation'. With reference to the 'holistic perspective', Luhmann (1997) Systems Theory offers a 'holistic perspective' that considers inclusive education as a complex system with interconnected components (subsystems). The unique feature of the 'holistic perspective' of Systems Theory enabled me as the researcher to explore dynamics of inclusion and exclusion of refugee students at 'classroom' and 'school organization' as the subsystems of the education system. This 'holistic perspective' as guided by the Systems Theory led to the comprehensive view in understanding the refugee education system, by enabling a deeper analysis of how inclusive the 'classroom' and 'school organization as subsystems of the education system are in the refugees settlement camp.

Further, the other feature that influenced selection and application of Luhmann (1997) Systems Theory to the current study is known as 'Boundary Maintenance and Differentiation'. According to Luhmann (1995) the System Theory highlights the importance of boundaries and differentiation between different systems and subsystems. Applying this concept to inclusive education for refugees helped with exploration of how boundaries are established, maintained or crossed within the education system, with a focus on the 'classroom and school organization as subsystems (see Matrix of System in Results on page 52). Application of this feature to the current study also helped in understanding how differentiation occurs between different student groups (refugees and nationals) and how inclusive practices can reinforce or challenge boundaries. Collectively, adopting the analysis described above helped in identifying different mechanisms that contribute to the inclusion and exclusion of refugee students from the host education system.

Objectives and Research Questions

In light of examining inclusive education for refugees in the settlement camp, the current study focuses on the classroom; school organization and influence of the society on inclusion and exclusion of refugees from the host education system. During this study 10 refugee students were engaged in Focus Group Discussions (FGD) and 4 policy informers (head teacher; class teacher; refugee officer and education coordinator) drawn from the refugee settlement camp were interviewed with the purpose of understanding the host educational systems way of working. In order to understand the inclusion mechanisms at classroom and school organization subsystem, participants were asked on the opportunities available to refugees in accessing education. Contrariwise, in order to understand exclusion mechanisms the participants were asked about the challenges refugees faced in accessing education in the settlement camp.

The first objective of the current study is to explore and understand mechanisms that contribute to inclusion and exclusion of refugees from the classroom as a subsystem of the education system. In the settlement camp, refugees learn in the same schools and share classrooms with nationals. The schools are specifically meant for refugees, but there are also open to nationals living in the settlement camp. Besides other mechanisms, classroom interactions between refugees and nationals as well as refugees and teachers have a potential to either promote inclusion and exclusion of refugees from the classroom (subsystem). Thus, the first objective examines how inclusive the classroom as a *subsystem* of the *education system* is to refugees by exploring the dynamics of inclusion and exclusion of refugees from the host education system. .

The second objective of the current study is to understand mechanisms that contribute to inclusion and exclusion of refugees from the school organization as a subsystem of the education system. The school

organization has the ability to promote inclusion of refugee students by adopting policies and practices that are inclusive, creating a welcoming and supportive culture, and providing a range of opportunities and resources that are accessible to all the students. If the school as an organization fails to meet the above benchmarks, then refugee students may be excluded from the school organization. Therefore, the second objective examines how inclusive the school organization as a subsystem of the education system is to refugees in the settlement camp by exploring the dynamics of inclusion and exclusion of refugees from the host education system.

Furthermore, the education system has so many subsystems. The subsystem of focus of the current study is the classroom and the school organization. The education system is part of the society (societal system) as a whole. This means that the society may equally have an influence on the inclusion and exclusion of refugees from the host education system. Thus, the third objective, examines the influence of the societal system on the inclusion and exclusion of refugee students from the host education system.

In order to meet the objectives above, the current study is guided by the following research questions:

1. What mechanism at classroom level (subsystem) contributes to inclusion and exclusion of refugee students from the host education system?
2. What mechanism at school level (subsystem) contributes to inclusion and exclusion of refugee students from the host education system?
3. How does the societal system (external factors) influence inclusion and exclusion of refugee students from the host education system?

Significance of the Study

The current study contributes to scholarship on inclusive education for refugees. This study examines inclusive education by exploring different mechanisms that contributes to inclusion and exclusion of refugees from the host education system, particularly refugees subjected to the formal education system in refugee settlement camps. Generally, advancing knowledge on refugee education contributes to the broader field of knowledge on education, diversity and social justice.

Furthermore, identifying different mechanisms that contribute to inclusion and exclusion of refugees from the host education system act as a basis for policymakers to not only develop but also inform policies and strategies that may help in meeting educational needs of refugees in terms of access to education. With reference to informing policies, the findings of the current study also provides valuable insights into the policies and practices that can promote inclusion and possibly address the systemic and structural barriers faced by refugees in the settlement camp especially when it comes to accessing the host education system.

Further, Zambia is among the countries that have signed international agreements, such as the United Nations Conventions on the Right of the Child and the 1951 UN Refugees Convention that mandates refugee access to the education system of the host countries (UNHCR, 2022). Thus, this study is important because it will give insights regarding the country's (Zambia) commitment to meeting 'international obligations' specifically on provision of inclusive education to refugees, in line with strategies, policies and practices promoting the inclusion of refugees in the Zambia's education system.

Ultimately, the current study is a timely contribution on how inclusive education for refugees can contribute and influence the attainment of sustainable development goals (SDG), in particular SDG 4: access to quality education and target 4.5 that supports equal access to all levels of education by people in vulnerable situations such as refugees.

Thesis Organization

This thesis is composed of eight (7) sections:

The first section introduces the topic by providing a brief background of the field. In this section I have problematized the topic of the current study and highlighted the need to conduct this research. The section contains background of the study; problem statement; objectives and research questions; significance of the study and ends with the thesis structure.

The second section is the literature review of the current study which explores studies conducted on refugee education from developed and developing countries and irrespective of the organization of formal education for refugees. The subsection covered include: previous studies; refugees classroom perspective; refugees school perspective and external factors perspective (the three perspective mentioned are discussed in line with inclusion and exclusion of refugees from the host education system) then studies on refugees in the Zambian context and thereafter the research gap of the study is briefly explained.

The third section is the theoretical framework. This section begins by providing the adopted definition of 'inclusion' in the study and generally discusses the theory selected to inform the study. The section gives a justification of selecting the Systems Theory and ends with how the selected theory will be applied in the current study to make meaning of the data collected.

The fourth section is the methodology. This section begins by discussing the qualitative approach and its suitability in application to the current study. Then the location of the study is explained with the help of both the Zambian map and a specific map of the Meheba refugee settlement camp. The section proceeds to discuss the sample size and its characteristics; sampling techniques; choice of data collection methods; data analysis and interpretation; issues of trustworthiness; statement on sustainability; ethical considerations as well as limitation of the study.

The fifth section presents the data, starting with the first three major subsections corresponding to the research questions of the study, these include: classroom as a subsystem; school organization as a subsystem; and external factors (societal system). The fourth subsection presents a document review of the Zambia Refugees Act No.1 of 2017 and the Zambia Immigration and Deportation Act of 2010. The section ends with a Luhmann matrix of system depicting education progression of refugee student in the host education system.

The sixth section presents the discussion and conclusion of the data already presented in the previous section. The discussion is systematically done by discussing the findings in categories that include: classroom as the subsystem; school organization as a subsystem and influence of the external factors (societal system) in inclusion and exclusion of refugees from the education system.

Finally, the seventh and final section is the reflection and recommendation for further research. This section briefly highlights the reflection of conducting the current study and recommends four (4) other studies that can be conducted.

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1. Introduction Recap
This section begins by presenting a brief background of the distribution of refugee by countries and other cross-cutting issues surrounding provision of education to refugees in host countries. The section also highlights the two major aspects that problematizes research when investigating inclusive education for refugees, these include: lack of consensus on what constitute 'inclusion' of refugees in the host education system as well as the organization of formal education for refugees in the host countries (either providing formal education to refugees through settlements which is common in developing countries or enrolling refugees into existing schools which is common in developed countries). The section proceeds with: background of the study; problem statement; objectives and research questions; significance of the study and ends with the thesis structure.

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2. LITERATURE REVIEW

Introduction

In order to ground this study in existing scholarship, particularly on the subject of refugee education, the researcher reviewed extensive literature pertaining to the broader context of refugee education by generally considering studies that focus on mechanisms contributing to inclusion and exclusion of refugees from the host education system. The subsections covered in the literature review include: previous studies; refugees classroom perspective; refugees school perspective and external factors perspective, then studies on refugees in the Zambian context and thereafter the research gap of the study.

As guided by literature review procedures suggested by Randolph (2019) who built on earlier works of Cooper (1986). The researcher reviewed a total of 25 publications, mostly peer-reviewed journal articles, academic books as well as commissioned and published reports written by professional researchers. All the literature used was extracted from Gothenburg University Library and Google Scholar as they provided a good access to all articles, reports and studies related to the thesis topic.

The literature review type adopted is an *'integrative review'*. Cooper (1986) defines an integrative review as a literature review type that synthesizes existing research studies on a specific topic in order to provide a comprehensive overview of the subject area. The integrative review aims to integrate findings from different studies in order to gain a broader understanding of the topic and identify patterns, consistencies and gaps in the existing literature. As a result of using the integrative review, this study includes studies conducted from different countries (developed and developing countries), with various research designs, methodologies and theoretical frameworks.

Previous Studies

The studies were reviewed irrespective of the organization of formal education in the host country. That is provision of formal education for refugees in settlement camps or provision of formal education by enrolling refugee students in existing schools. To start with, inclusion of refugees differs from one country to another due to policies, strategies and culture of the country hosting refugees. Most of the studies reviewed focused on the 'refugee individual perspective' and generated mechanisms that contributes to inclusion and exclusion of refugees from the host education system, for instance, among other studies include studies by (Culha and Yilmaz 2023; McKay 2013; Kayaalp 2021; Popov and Erick 2015; McLaugghlin and Kersh).

A few studies focus on the role of learning institutions (schools) in refugee education for instance studies by (Taylor and Sidhu, 2012; Hek 2005) and only one study from the reviewed literature by Hilt (2016) specifically utilized the systems theory and focused on 'language introductory class for refugees' as a system. Based on the literature reviewed it is observed that there is so much focus on refugees as 'individuals' in terms of challenges and opportunities for refugees in the host countries, with a considerably few studies focusing on investigating how inclusive the host education system is towards the refugees, by exploring the mechanisms that contribute to inclusion and exclusion of refugees from the host education system, especially for refugees whose formal education is organized in refugee settlement camp.

Refugees Classroom Perspective: Dynamics of Inclusion and Exclusion.

Overcrowding of Refugee Students in Classrooms

A case study of four (4) schools conducted in Australia by Taylor and Sidhu (2012) that sought to investigate the role of learning institutions (schools) and its contribution to the successful resettlement of refugees, revealed that overcrowding of refugee students was one of the mechanisms that contributed to exclusion of the refugees from the education system. Similarly a study by Culha and Yilmaz (2023) adds that overcrowding of refugee students limits their (refugees) ability to participate fully in the education system. Normally, when classes are overcrowded, teachers are likely to struggle with provision of individualized attention to each refugee student and refugee students may equally find it difficult to participate in discussions and group activities.

According to the study by Losoncz (2018) whose focus was on structural and exclusion of refugees, overcrowding of refugees in the classroom results in resource limitations for refugees, such as inadequate classroom space or even insufficient learning materials, which can further limit the ability of refugee students to fully participate in the host education system. Culha and Yilmaz (2023) argue that overcrowding in classroom may lead to the social isolation and a sense of marginalization among refugee students, who may feel excluded from their peers and the broader school community. In as much as overcrowding of refugee students in the classroom may be a mechanism contributing to the exclusion of refugee students from the host education system, it is a good indication that refugee students strives to acquire education which may help them fully integrate in the host society.

Taylor and Sidhu (2012) adds that overcrowding perpetuate broader social and economic inequalities as it may be challenging for refugee students to achieve academic success and develop the skills and knowledge needed to succeed in life. In addressing overcrowding a study by Culha and Yilmaz (2023) reveals that a range of strategies can be instituted, such as reducing class size, providing additional resources for students and teachers, and creating a more flexible and inclusive learning environment that may accommodate diverse needs of refugee students.

Language Barriers

Mendenhall, Bartlett, and Ghaffar-Kucher (2015) conducted a qualitative case study project in Kenya that sought to examine the critical dimensions of educational quality by focusing on the instructional techniques used by the teachers of refugees in primary schools based in Kenya. The sample of this study comprised: 20 teachers and 100 students from two different settings: urban Nairobi and Kakuma Refugee Camp. In Nairobi, the researchers worked with two schools that had a total of 10 teachers and 50 students who were refugees or had refugee status. The teachers interviewed in the study were of the view that the language policy had a major influence on their (teachers) teaching in classroom. The major challenge noted was that the official Kenyan language policy supports use of mother tongue instruction in lower primary grades, while English is the language of instruction used in upper primary school, beginning in grade four. Most refugee students enrolled in primary grades in schools have little to no knowledge of either language, and they are expected to simultaneously begin instruction in both languages upon enrolling in schools, and this expectation has potential to perpetuate exclusion of refugees who fail to comprehend learning two languages at the same time.

Similarly, a study by Hilt (2016) conducted in Norway, utilized the Luhmann (1997) Systems Theory to investigate inclusion and exclusion processes for newly arrived refugee students subjected to participate in a 'language introductory class' that was considered as a system. The study collected data from a sample of 12 students (6 boys and 6 girls) and from 9 teachers who taught in the introductory classes. This study found that minority students who could not speak and write in the language of instructions in school were excluded from the mainstream classes and included in introductory classes.

In addition to the above, through examining the inclusion and exclusion practices in schools through the lens of Luhmann (1997) Systems Theory, Hilt (2016) noted that 'specific education for refugees' in form of language introductory classes erects barriers towards the newly arrived refugees to socially interact with native students, as the interaction helps in language acquisition. The study further revealed that the lower a refugee (student) is placed in the school hierarchy the more barriers to inclusion he/she face. The differentiation of language introductory classes and the mainstream classes constitutes an aspect of exclusion in the schools.

Contrary to the findings of Hilt (2016) particularly on provision of specific education classes for refugees acting as a barrier of refugee students to socially interact with native students in class. Popov and Erick (2015) conducted a study in Sweden that explored challenges of refugees and teachers. This was a case study design conducted with a group of teachers and 6 newly arrived refugees in the age range of 16-17. In this study the sample considered had 3 refugees from Somalia and the other 3 from Afghanistan, these refugees had varying educational background. The student refugees interviewed in this study expressed their feeling of being in a 'social vacuum' as they felt they had limited possibilities of interacting with Swedish people, and this was considered as one of the major factors associated to 'culture' that impedes learning of the Swedish language quickly.

Still on language barriers, Dryden-Peterson (2017) argues that when refugee students arrive in a new country, they (refugees) may not be fluent in language of instructions used in schools, which can make it difficult for them to participate fully in the education system. Language barriers impacts all the aspects of the education system, these may include: refugee students communication with both teachers and classmates; comprehending and completing assignments in class, and participating in class activities and discussions. Dryden-Peterson (2017) further reveals that in most cases refugee students who are not proficient in the language of instruction are likely to feel isolated, frustrated, and excluded from the educational experience. Hilt (2016) adds that language barriers can bring about other exclusion mechanisms, such as limited access to resources and social isolation. Refugee students who have challenges in communicating effectively with their peers and teachers may struggle to advocate for themselves or access the resources they need.

According to Mendenhall et al., (2015) addressing language barriers is a cardinal step towards promoting inclusion of refugee students and ensuring that they (refugees) are able to fully participate in the education system. Providing language support and resources, integrating culturally relevant materials and resources in the school curriculum; and offering bilingual education programmes are some of the strategies that can be utilized in order to address language barriers and promoting a more inclusive and supportive learning environment for refugee students.

Racism and Racist Remarks against Refugee Students

In some studies conducted, racism and racist remarks against refugee students in classroom are some of the mechanisms that contribute to the exclusion of refugee students from the education system. Bailliet (2018) defines racism on refugees as discriminatory behavior towards individuals or groups who have been forced to flee their home country as a result of war, persecution or conflict based on their (refugees) race, ethnicity, nationality or religion. A study by Kayaalp (2021) conducted in United States of America (USA) considered a sample of 20 young people (refugees) from Iran, Syria, and Afghanistan in the age ranges of 15 to 31 and explored their lived experiences through a critical ethnographic inquiry in a period of 2 years in Florida. This study revealed that racist narratives and misrepresentation of refugees negatively affects their (refugees) social participation not only in class but in the education system as a whole.

Similar, to the findings of the study by Kayaalp (2021), a study conducted by Tshimba (2021) found that racism and racist remarks directed towards the refugee students in the classroom can be a

significant exclusion mechanism of refugee students from the host education system. In that refugee students subjected to racist remarks and attitudes in class from their teachers or peers may feel excluded and unwelcome from the classroom community and this has potential to impact on the motivation of refugee students to learn and on their sense of belonging. Sidhu, Taylor and Christie (2011) adds that racist attitudes and behaviors in the classroom against refugee students creates a hostile learning environment that may not be conducive to learning. Refugee students subjected to discrimination and racism may feel stressed and anxious, which can impact their (refugees) ability to concentrate on their studies and engage with school materials.

Furthermore, racism against refugee students in classroom usually leads to social isolation and inhibits the ability by refugee students to form positive relationships. For instance, in the study by Kayaalp (2021) the school observation as a method of data collection used depicted that there was inter-group conflicts among the young people (refugee students and nationals) primarily due to ethnic origin (Iraq or Iran), religious affiliation (Muslim or Christian), and their English Proficiency. This shows that refugee youth interactions were selective and affected refugee social interaction and identity formation. Even though the study by Kayaalp (2021) did not focus directly on influence of external factors and role of the school organization in inclusion of refugees in the education system, the study shows evidence on how interactions by refugee students, with fellow peers or nationals may create an environment that may perpetuate exclusion or impedes social interactions.

The study by Hek (2005) that sought to examine experiences of young refugees in the United Kingdom (UK) education system with the focus on the role of education in refugees settlement process. The study is based on interviews with 21 young refugees who arrived in the UK between the ages of 12 and 18 and who had been in the country for at least two years. The study by Hek (2005) revealed that some refugee students attribute to the feeling of disorientation due to the fact that they are housed in disadvantaged settlements where they have no community links and often suffer from racial harassments by local youths in schools. In such case Hamilton and Moore (2004) was of the view that schools should also establish means of reducing and preventing local expressions of racial hostility against refugees and find possible new ways of recognizing and celebrating diversity among students in schools.

In addressing racism issues in classroom and schools Kayaalp (2021) echoes that there is need to educate and sensitize students and teachers about the diversity and cultural competency, and possibly establishing anti-racism policies and procedures, and providing the required support to refugees who have been targeted by racism. Addressing racism related issues in class may promote a more inclusive and welcoming classroom environment for refugee students.

Refugees School perspective: Dynamics of Inclusion and Exclusion

Shortage of Teachers and Insufficient Pedagogical Training of Teachers

The study by Mendenhall et al., (2015) conducted in Kenya revealed that in most cases refugees had an opportunity to be included in the education system of host countries. However, teachers mandated to teach refugees in schools are not only faced with a lack of pedagogical training and content knowledge of how to deliver an inclusive teaching method, but also the quality instructional practices for refugees are constrained by limited resources and significant overcrowding of refugee students.

Correspondingly, in the study by Sidhu, Taylor and Christie (2011) the teachers interviewed noted that much of the education in training and expertise of 'Teachers for English as a Second Language' (ESL) centered on the provision of language instruction to young people who already have literacy skills in their home language. Thus, teachers been confronted with a vulnerable population of students (refugees) without mother tongue literacy is a serious challenge to teachers. In line with the findings

above, McIntyre and Abrams (2020) was of the view that to ensure provision of quality education that is inclusive to refugees, there is sometimes need to re-train teachers responsible for teaching the refugees in schools, even though this may be a costly venture. Re-training teachers tasked with a responsibility of teaching refugees is one way of enhancing inclusive education for refugees that can be achieved through establishing deliberate policies and programmes aimed specifically at addressing the issues faced by refugees.

In support of the above, the study conducted in Australia by Taylor and Sidhu (2012) posits that teachers who are not sufficiently trained to work with refugees may have a challenge to create a supportive and inclusive learning environment that can impact the academic success of refugee students in schools. Taylor and Sidhu (2012) adds that teaching refugees requires specialized knowledge and skills, including an understanding of cultural differences, language barriers and other trauma-informed approaches to education. This implies that teachers in schools who lack the above mentioned knowledge and skills (or necessary training) are likely to struggle with communicating with refugee students effectively.

To help teachers lacking pedagogical training in handling refugees the study conducted by Le (2021) in Kenya suggests that there is need to enhance continuing professional development (CPD) in schools and provide specialized training to teachers mandated to teach refugee students, hiring bilingual or culturally competent teachers as well as providing additional resources and necessary support for refugee students. This means that equipping the necessary knowledge and skills to the teachers mandated to teach refugee students may help to ensure that refugee students feel included in the school organization and are able to achieve their educational goals and contribute to the host communities.

Role of Schools in Refugees Education in Host Countries and Inadequate Infrastructure

A case study of 4 schools purposively selected in Australia and conducted by Taylor and Sidhu (2012) sought to investigate the role of learning institutions (schools) and its contribution to the successful resettlement of refugees. The study revealed that the massive rise in number of displaced people that include refugees is an indicator that there is urgent needs to examine practices of institutions charged with a responsibility to offer refugees resettlement support in host countries.

The study by Taylor and Sidhu (2012) further revealed that schools have a vital role to play in the settlement of refugees in host countries as they (schools) help in facilitating the transition from refugee status to citizenship and belonging. Arar (2020) adds that in as much as the importance of schools in refugee resettlement has been over emphasized, most countries have inadequate infrastructure that can fully support the inclusion of refugees in the host education system. Inadequate infrastructure may include a lack of physical infrastructure such as classroom blocks, libraries, computers and other resources.

According to Dryden-Peterson, Adelman, Bellino and Chopra (2019) when schools lack adequate infrastructure it becomes difficult to provide an inclusive, safe and supportive environment for all the students, including refugee students. For instance, overcrowded classrooms as noted by Culha and Yilmaz (2023) can make it difficult for refugee students to concentrate and participate in class, the same way a lack of educational resources can inhibit the ability of refugee students to engage and learn with course material.

UNHCR (2022) argues that inadequate infrastructure can create barriers for refugee students to access the host education system. This may disproportionately impact the refugee students who may have already experienced trauma or other related challenges to displacement. Thus, addressing the issues of inadequate infrastructure may help with ensuring that all students irrespective of their circumstances or background have an opportunity to access quality education and reach their (refugees) full potential.

<u>School and Refugees Host Community's Culture</u>

According to UNHCR (2022) inclusion of refugees in the host education system is determined by the refugees host countries adopted policies, practices and approaches regarding inclusion. However, the findings of both the study by Popov and Erick (2015) and Kayaalp (2021) add 'culture' of the refugees host country as another reason why it is difficult to have a 'one-size-fits-all' model for the inclusion of refugees in the host country's education system (UNHCR, 2022).

The teachers interviewed in the study by Popov and Erick (2015) recognized systemic challenges especially in the education of refugee's students and immigrants due to teachers lacking practical intercultural competence to meet the needs of refugees. This finding points out to the findings of the study conducted by McIntyre and Abrams (2020) which suggested re-training or training of teachers so as to meet the educational needs of refugees.

On school and refugees host community's culture, McIntyre and Abrams (2020) posits that on the one hand, a school and the host community for refugees that values diversity, cultural sensitivity and inclusion can help in creating a welcoming and inclusive environment for refugee students. This can include efforts to provide cultural and language support as well as promoting cross-cultural understanding. On the other hand, a school and the host community for refugees that is resistant to cultural diversity towards refugees may create significant barriers to inclusion of refugees in the host education system.

<u>Examination and Certification of Refugees</u>

Subjecting refugees to the same examination and certification as nationals is a positive step towards the inclusion of refugees in the education system (UNHCR, 2022). The study conducted by Mendenhall et al., (2015) in Kenya revealed that all the six (6) case schools selected, followed the Kenyan Curriculum as per recommendation by the UNHCR Global Education Strategy. This undertaking is regarded as one of the ways of promoting the inclusion of refugees in the education system. The examination and certification of refugees in Kenya, implies that the refugees obtain certification of learning in the form of a Kenyan Certificate of Primary Education (KCPE) and have an opportunity of learning English Language which is an asset in securing a productive livelihood.

In most cases as Dryden-Peterson (2017) argues, refugees in host countries may have had their education displaced due to persecution or conflict from their home country. Many (refugees) may not have the necessary formal qualifications and certification, thus host countries providing examination and certification of refugees same as nationals may facilitate their integration in schools, education system and wider society. A study by McLaugghlin and Kersh (2017) that sought to explore the challenges and opportunities associated with assessment and certification of refugee students in formal education settings, with a focus on the United Kingdom (UK) context, revealed that certification and examination of refugee students serve as means of empowering refugee students and promoting their self-esteem and sense of belonging to the schools and host country.

External factors influencing inclusion and exclusion of refugees from the education system

<u>Lack of specific policies to address the educational needs of refugees</u>

Another study conducted by Sidhu, Taylor and Christie (2011) informed by 'human rights and social justice framework', examined complexities linked to educating mobile and politically marginalized refugees. The study further examined policy context that informs the provision of education to refugees in Queensland state schools in Australia. This study by Sidhu, Taylor and Christie (2011)

revealed that at the time of the study, there was lack of specific policies that target to address the issues of refugees not only in Australia but also in other countries hosting refugees. Additionally, Bellino and Dryden-Peterson (2018) assert that in most countries hosting refugees, instead of having specific policies, issues regarding refugees are conflated with other categories or not mentioned at all. This works against inclusion of refugees in the education system as there is a lack of specific policies guiding the inclusion of refugees in the host education system.

In consistent with the findings of the study by Sidhu, Taylor and Christie (2011) on lack of specific policies addressing the needs of refugees, a study conducted in United Kingdom (UK) by Arnot and Pinson (2005) also found that the needs of displaced people such as refugees were rarely addressed in specific targeted policy. This study was a small-scale research project whose aim was to explore national and local context in which schools have attempted to address education for asylum seekers and refugee children.

The study by Arnot and Pinson (2005) further revealed that without clear policies aimed at addressing the unique needs of refugee students, they (refugees) may be left without the necessary resources and support to succeed in schools. For instance, without policies providing a guide on additional language support for refugee students with limited proficiency in the language of instruction, refugee students may have challenges in understanding the course materials and participating in class. Similarly, Dobson, Agrusti and Printo (2019) asserts that without policies aimed at addressing trauma and other mental health related needs of refugee students, they may have challenges with psychological and emotional impact of displacement, which may negatively impact refugee students' academic performance. In other words, establishing specific policies to address the needs of refugees in the host countries is more responsive to the needs of refugees unlike conflating issues of refugees with other categories.

Moreover, Enakshi-Sengupta and Blessinger (2018) posits that lack of specific policies that respect and recognize the cultural and linguistic diversity of refugee students may result into discriminatory practices that may further marginalize refugee students in the classroom and in schools. However, addressing lack of specific policies in countries hosting refugees is a multi-faceted approach that can involve advocating for policy changes at both the local and national level, providing professional development and teacher training to increase cultural and linguistic sensitivity in classrooms and schools hosting refugees.

<u>Medicalizing the refugee subject while neglecting the educational needs</u>

As revealed in the academic book by Fasin (2012) titled 'Humanitarian Reason: A moral History of the Present'. Medicalizing of the refugee subject may have a significant impact on the provision of educational needs for refugee students. Normally, when the refugee subject is medicalized, the refugees are often seen primarily as individuals that are in need of medical treatment or other interventions, rather than as individuals with unique cultural, linguistic and educational needs. Fasin (2012) further argues that humanitarian response to refugees often emphasize on the medical aspects of refugees displacement at the expense of other factors. This implies that medicalization of the refugee subject can have significant consequences on how refugees are treated and perceived, and this can limit their access to education, employment and other opportunities.

Additionally, a study by Mountz (2010) revealed that the tendency of 'medicalizing the refugee subject' is sometimes tied to funding. Implying that in some cases developed countries are more likely to fund organizations operating in developing countries whose thematic focus is on 'mental health and psychological issues' of refugees than on educational needs. This perpetuates less attention given to provision of education to refugees in host countries. Similarly, Taylor and Sidhu (2012) also argued that in most cases refugee education is 'piecemeal' and dominated by a number of psychological

approaches that put emphasis on pre-displacement conditions of trauma by refugees. It is however, not wrong to focus on the 'mental and psychological health' of refugees but preoccupation with therapeutic interventions may overlook the possible broader dimensions of enhancing the inclusion of refugees in the host education system.

Further, a study by McKay (2013) that explores how medicalization of refugee experiences may lead to a narrow focus on trauma and mental health at the expense of other refugee experience, revealed that medicalizing the refugee subject may contribute to stereotype and stigmatization, reinforcing the negative perceptions of refugees as individuals who are already vulnerable and traumatized. This creates a barrier to their (refugees) inclusion in the host society and perpetuates exclusionary practices and policies that may limit refugees access to education and other opportunities. In order to address the impact of medicalizing the refugee subject, Fasin (2012) echoes that there is urgent need to adopt a more holistic approach that recognizes the multifaceted needs of the refugees in the host countries. This may involve providing comprehensive support to refugees that address mental, physical social and educational needs.

<u>Limited Resources due to Insufficient International Support to Countries Hosting Refuges</u>

Ahimbisiwe (2019) conducted a study using a meta-analysis methodology to investigate the challenges and opportunities for refugees in Uganda. This study used a qualitative approach and only secondary data collected from various sources were utilized. The secondary data sources included documentary materials such as journals; textbooks; newspapers; government reports as well as internet sources. The study by Ahimbisiwe (2019) revealed that limited resource due to insufficient international support from other countries is an external factor that may affect the inclusion of refugees in the host education system.

Uganda provides an opportunity to refugees, in form of an open door asylum policy that strives to welcome refugees in the country (Ahimbisiwe, 2019). This policy has led to an increase in refugees going to Uganda, hence leading to limited resources and especially that little international support is received in Uganda as depicted by Ahimbisiwe (2019) study. Dryden-Petersen (2017) also asserts that one principle of refugee protection is burden sharing, where states assist each other in looking after refugees. According to Sharma (2021) the Amnesty International 'principal of responsibility sharing'- in refugee protection is the idea that individuals, organizations and states all have a responsibility to share in addressing the issues of refugees. This principal makes it possible to ease the burden of hosting refugees, especially for developing countries.

However, Ahimbisiwe (2019) noted that some developed countries overlooked the 'principal of responsibility sharing' as in the case of Uganda. Developing countries hosting huge numbers of refugees may not manage to support the refugees, hence the need for international support, and if international support is not received this would then lead to limited resources for refugees in host countries. Dryden-Petersen (2017) further argues that insufficient international support may act as a significant barrier to the inclusion of refugees in the host education system, as it can limit availability of resources and support needed to provide quality education to all the students. Insufficient international support of countries hosting refugees may lead to: inadequate funding for schools and educational programmes as well as limited access to technology and a shortage of qualified teachers and support stuff.

Studies on Refugees in the Zambian Context

Muchindu (2022) conducted a study in Zambia particularly on the risk of statelessness in protracted refugee situations through the lens of the political theory perspective, which helps in examining exclusion arising from migration. The study focused on the four (4) organized refugee settlements in

Zambia, these include, Mayukwayukwa; Mantapala; Lusaka Urban; and Meheba. The mentioned settlement camps are meant for refugees but there are open to nationals. In 2017 the United Nations Refugee Agency (UNHCR) reported that Zambia received over 19000 refugees from the Democratic Republic of Congo (DRC), with more arriving every day due to ongoing insecurity and ongoing conflict in neighboring countries. Meheba refugee settlement camp is the nearest refugee camp to DRC so it receives and hosts the largest number of refugees seeking asylum in Zambia.

As result of an influx of refugees received in Meheba Refugee Settlement Camp, Muchindu (2022) reveals protracted refugee situations as one of the challenges that perpetuate exclusion of refugees accessing social services such as education. Hyndman (2013) describes protracted refugee situation as a prolonged condition where refugees find themselves in a long-term state of dependency on external assistance and uncertainty. This situation may arise when refugees are unable to return to their home country of origin due to ongoing conflict. Muchindu (2022) adds that in order for refugees to obtain residence in Zambia, national identity documents from refugees host countries may be required. However, most refugees are unable or unwilling to obtain national identity documents from their home countries for fear of persecution by governments of their home country this therefore leads to exclusion of a large number of refugees from accessing local integration opportunities.

The 'Institute of Economic and Social Research' INERSO (2017) also conducted a study in Zambia that sought to understand the economic lives of refugees living in Mayukwayukwa, Lusaka Urban and Meheba Refugee settlements camps, by focusing on the livelihood and economic challenges faced by refugees. The study by INERSO (2017) utilized qualitative and participatory approaches as well as quantitative methods based on the representative refugee household survey of 487 refugee households in the rural settlements areas of Meheba, Mayukwayukwa and Lusaka Urban. The study by INERSO (2017) found that refugees in 'Lusaka Urban' enjoyed an opportunity of relatively better freedom of movement than refugees in the rural settlement camps such as those confined to 'Meheba' and 'Mayukwayukwa' settlement. The challenges noted especially, for refugees in the rural settlement camps were: poor transport system and restricted freedom of movement that affected refugees access to education in the settlement camp.

According to UNHCR (2022) provision of technology tools to refugees in classrooms and in schools is an indicator of inclusion of refugees in the host education system as it helps in closing the digital divide. The study by INERSO (2017) explored levels at which refugees in Zambia use Information Communication Technology and power in their (refugees) primary livelihoods and in schools. It was noted that use of computers in households of refugees and in schools had the lowest penetration rates especially in Meheba and Mayukwyukwa refugee settlement camps. The reason attributed to low penetration rates of use of computers by refugees was lack of access to electricity in the settlement camps. This implies that even schools within the rural settlement camp may not fully use technology tools in the teaching and learning of students due to lack of electricity, and this to some extent may compromise the quality of education offered to not only the nationals but also the refugees included in the education system.

Finally, another study conducted in Zambia by Mwanamwambwa and Pillay (2022) focused on Post-Traumatic Stress Disorders (PTSD) and psychological distress on 267 Rwandan refugees. The study found that some refugees and asylum seekers in Zambia have a higher prevalence of depression, psychosis and disorders that comes as a result of the stress they experience and may sometimes be compounded by economic and social exclusion of refugees. Stasielowicz (2022) adds that PTSD and psychological distress are common in refugees and asylum seekers and may affect refugee's access to education, thus it is imperative that learning institutions that hosts refugees take keen interest in offering mental and psychological help to the refugees.

Research Gap

As a deviation from other studies, the current study took a different approach in examining 'inclusion' of refugees in formal education provided to refugees in settlement camp. Instead of focusing on 'refugees as individuals' as noted in most of the literature reviewed. The current study focused on the education system (classroom and school organization subsystems) for refugees in settlement camp. The current study goes beyond the past studies conducted by not only investigating the influence of the societal system on the inclusion and exclusion of refugees from the host education system, but also identifies different types of mechanisms other than inclusion and exclusion.

Studies that focuses on inclusion of refugees in the host education system, especially those studies conducted in developed countries (Global North) assumes that inclusion of refugees in the education system automatically translates to inclusion in quality education. The above assumption holds for developed countries whose education system is of good quality, but may not apply for developing countries (Global South) whose education system is compromised in terms of quality. In most developing countries inclusion of refugees in the hosts education system, translates to inclusion in education system of poor quality. Thus, the other deviation of the current study as opposed to past studies was to adopt the general definition of 'inclusion' by UNESCO (2000) which is the process of creating a learning and working environment with minimal or no barriers to education, were all individuals regardless of their background, characteristics or abilities, feel respected, valued and supported to achieve their full potential.

In addition to the above, in the current study I avoided using benchmarks of inclusion of refugees in the host education system proposed by UNHCR (2022), as commonly used in studies conducted in developed countries (Global North). The UNHCR (2022) benchmarks of what constitutes 'inclusion' of refugees in the host education system include: sufficient and reliable financing of refugee's education, administration; adequate teachers, teaching quality and quality assurance; infrastructure (fully equipped classrooms; sanitation and hygiene facilities); relevant and adequate learning materials; access to certification and examination; provision of digital tools to refugees in schools; language learning support; and provision of mental health and psychosocial support.

The rationale for not adopting the benchmarks proposed by UNHCR (2022) is that most of them points out to quality education, thus most developing countries would fail to meet the proposed benchmarks. Therefore, the current study adopted Lumann (1997) Systems Theory to examine inclusion and exclusion of refugees from the host education system. The study by Hilt (2016) is one of the few studies reviewed that utilized the Luhmann (1997) Systems Theory to examine inclusion and exclusion processes for newly arrived refugee students subjected to a 'language introductory class' that was considered as a system. However, the current study goes beyond by adopting a holistic approach that does not only focus on the education system (classroom and school organization subsystems) but also include the influence of the societal system in inclusion and exclusion of refugees from the formal education provided to refugees in the settlement camp.

Finally, selection of the current study area and research topic was backed up by research gaps in existing literature. It was noted that studies conducted in the past 5 years (2017-2022) in Zambia focused on challenges that refugees as 'individuals' go through from the social, economic and mental health viewpoints (Muchindu 2022; INERSO 2017; Mwanamwambwa and Pillay 2022). The current study focuses on how inclusive the formal education system provided to refugees in the settlement camp is. What makes this study unique, timely and interesting is that from 2017 to date there has been an influx of refugees going to Meheba Settlement Camp due to ongoing tensions between Democratic Republic of Congo (DRC) and Rwanda. The settlement camp only has 14 schools therefore I wanted to understand the operation of the education system in the settlement camp faced by large numbers of

refugees by exploring the dynamics of inclusion and exclusion of refugees from the host education system.

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2. Literature Review Recap

This section presents an integrative review as the adopted type of literature review. A total of 25 studies were reviewed irrespective of the country and how formal education for refugees is organized. The classroom perspective mechanisms identified contributing to inclusion and exclusion of refugees from the host education system include: overcrowding of refugee students in classrooms; language barriers; racism and racist remarks against refugees. The refugee school perspective mechanisms identified include: shortage of teachers and insufficient pedagogical training of teachers; role of schools in refugees education in host countries and inadequate infrastructure; school and refugees host community culture as well as examination and certification. External factors identified, include: lack of specific policies to address the educational needs of refugees; medicalizing the refugee subject while neglecting educational needs as well as limited resources due to insufficient international support to countries hosting refugees. The section briefly discussed studies on refugees in the Zambian context and then the section ends with the research gap.

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3. THEORETICAL FRAMEWORK

Introduction

This section presents the theoretical framework that guides the entire research process. Luhmann (1997) systems theory serves as the lens for examining inclusive education for refugees in organized settlement camp by exploring the dynamics of inclusion and exclusion of refugees from the host education system.

The Concept of Inclusion

Inclusive education has been regarded as a key strategy of the 'United Nations Education for All Movements', with a political ambition aimed at developing an education system that is responsive to the diversity of students, and creating equal opportunities that minimize any possible exclusion practices (UNESCO, 2000). However, Miles and Singal (2010) argues that since the 'Salamanca' the concept of inclusive education has taken on manifold definitions across the world. This however, problematized research on inclusive education, as there is no consensus on the definition of 'inclusive education'.

Conventionally, the common element of the definition of inclusive education is that it strives to promote the inclusion of the disadvantaged or vulnerable in the education system, and there seems to be an agreement that inclusion has a limit in 'pedagogical practices' (Hansen, 2012). With reference, to political goals, inclusion is theoretically formulated as a vision that is limitless in principle and this makes it difficult to investigate 'inclusive education' and a way out is to also look for exclusion practices [mechanisms] (Hilt, 2016). Overlooking the concept of 'exclusion', when investigating 'inclusive education' would make the concept 'inclusion' run the risk of been a mere 'buzzword'.

In the current study, I adopt UNESCO (2000) definitions of the concept 'inclusion' in the 'Dakar Framework for Action' as simply the process of creating a learning and working environment with minimal or no barriers to education were all individuals regardless of their background, characteristics or abilities, feel respected, valued and supported to achieve their full potential.

Systems theory as analytical framework

I used Luhmann (1997) systems theory in the current study to identify mechanisms that contributes to inclusion and exclusion of refugees from the host education system. Luhmann (2002) defines the concept 'inclusion' as the requirements for participation set by the system, and the concept 'exclusion' as being unable to meet the set requirements. In the systems theory, inclusion is identified as something that can be addressed by a system. If an individual is addressed by a system, then they become relevant to the system. For instance, education offered to refugees in the settlement camp is part of the system and therefore refugee students are relevant in the education system.

Furthermore, inclusion and exclusion in the current study are regarded as processes that are separated by a distinction as shown in Figure 1.0 below. In order to proceed to 'inclusion and exclusion' as well as 'exclusion and inclusion' a person has to cross a certain boundary (Luhmann, 2002). Essentially, the current study explores dynamics of inclusion and exclusion of refugees from the host education system provided to refugees in settlement camp. In doing so, the current study focused on what I regard as the subsystems of the education system that include classroom and the school organization. Besides, the study also considered the influence of the societal system (external factor) in inclusion and exclusion of refugees from the host education system (see figure 1.0).

Figure 1.0 below: Two-sided form: Inclusion on one side and exclusion on the other side made distinct by a mark. Society (environment) depicts the final frame of an inclusive operation
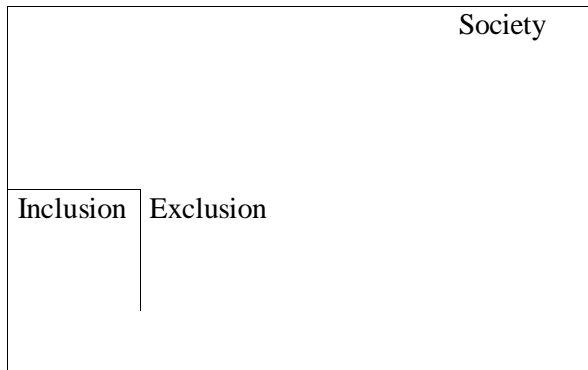
As depicted by Figure 1.0 above, Luhmann (2002) was of the view that a system has different requirements for inclusion, and individuals who fail to meet the requirements of the system are excluded. Inclusion as a social form comprise of both inclusion and exclusion. On the one hand, 'inclusion' is simply the marked side of the distinction in the system that is identified by the conditions for participation that is set by the system. On the other, exclusion is simply what is not marked when conditions are set by the system (Luhmann, 2002). This implies that educational system can have the 'marked side' (inclusion) and the 'unmarked side' (exclusion) that either promotes or excludes refugee students from the education system.

Luhmann (1995) further regards social systems as 'autopoietic' implying that they are self-producing systems of communication. Systems may have different requirements, thus the meaning of exclusion and inclusions are not generalizable and should be studied in context. In the current study inclusion and exclusion is operationalized as opportunities and challenges faced by refugee students respectively. The systems of focus of the current study are the educational system (classroom and school organization) and influence of the societal system as shown by Figure 1.1 below. Further, due to the fact that social systems are autopoietic, this means that inclusion and exclusion mechanisms of refugee students from the education system in Zambia may not be 100% consistent with the inclusion and exclusion of refugee students from the education system in other countries.

Meanwhile, the education system is part of the society system as a whole and has a function of career selection. The education system has different types of subsystems however, the two subsystem of focus in the education system of the current study includes the classroom and school organization. The education system plays a crucial role when it comes to 'inclusion' in other system, for instance inclusion at classroom, school or community level (Luhmann, 1995). It is equally imperative to note that the functional system of education is to achieve specific objectives and goals for the society. The education system comprises different components, such as teachers; students; curriculum; schools and policies, that work together to create an effective and functioning education system (Luhmann and Schorr, 2006). In as much as the education system welcomes all to the system, those who fail to meet the requirements are excluded. It can therefore be deduced that functional systems such as the education system are generally including but also have the potential to exclude.

Figure 1.1 Contextualized Theoretical Model Informing Inclusion and exclusion of refugees from the host education
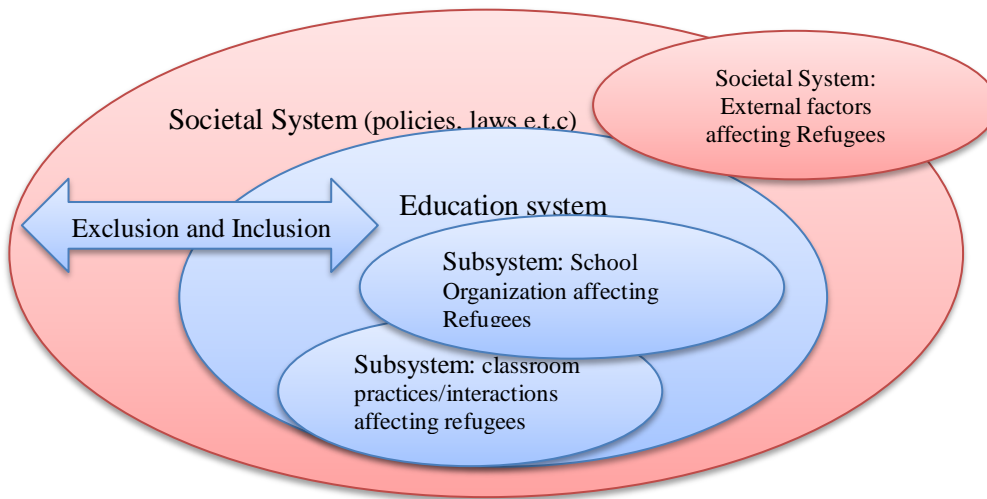
Figure 1.1 above depicts a contextualized theoretical model informing inclusion and exclusion of refugees from the host education. According to Luhmann and Schorr (2006) inclusive education can be influenced by socially constructed practices or interactions at classroom level (subsystem); school organization (subsystem) as well as the societal system in which the education system is part of. In the current study, I define the societal system as external factors outside the education system that influences inclusion and exclusion of refugees from the host education system.

Notably, inclusion and exclusion of refugee students in the host education system as depicted by Figure 1.2 above is dependent on the school organizations and classroom interaction and practices. Due to the fact that the education system is part of the societal system, it can then be deduced that the societal system equally may have an influence on the inclusion and exclusion of refugee students from the host education system. Lumanns (1997) System Theory is suitable to use in the current study as it serves as a guide to investigate the classroom and school organization as the subsystems of the education system as well as the influence of the societal system.

Additionally, Luhmann (2002) asserts that the school organization as the subsystem of the education system can come up with rules or strategies that can affect the classroom composition of the school and possibly *exclude internally*. For instance, a school can decide to admit students who come from within the refugee settlement camp only, or at classroom level, the school organization can set fluency in school language of instruction as the criteria to group students in a class.

Luhmann (2002) adds that internal differentiation is a continuous process of adaption and change in response to external and internal factors. This simply means that whatever transpires in a classroom, decisions made by the school organization and the influence from the society can either promote inclusion or exclusion of refugee students from the education system. Besides, it is equally important to note that in organization-based interaction systems, requirements for inclusion and exclusion, as well as grouping students into classes are decided by the school organization. Thus, requirements and relations between the subsystems are *contingent*: this means that the classes can for instance be differentiated as *segmentary* (equal) or stratisfactory (hierarchical) (Luhmann, 1997).

Moreover, Luhmann (2002) asserts that school organization interactions are based on formal requirements set by the school. It is worth noting that there are other informal interactions that emerge

as *'networks'* in a system that may have other criteria of inclusion or exclusion. Networks formed in a system are dependent on positions in an organization (Luhmann, 2002). For instance, among students, there is no formal requirement associated with been part of the *network*, but rather *trust and personal knowledge*. Contextualizing 'networks' in the current study would for instance, be a good relationship of nationals and refugees, that can make a refugee feel welcome and included in the classroom. On the contrary, negative stereotype of refugees in a class by the nationals may make the refugees feel unwanted and hence they (refugees) may decide to stay away from school (exclusion).

It is also imperative to note that it is not always that an individual has to be excluded from the system, sometimes people *self-exclude* themselves for various reasons. According to Luhmann (2002) *self-exclusion* is an individual's conscious decision to exclude themselves from a certain social system or communication network. Self-exclusion may be necessitated by an individual's disagreement with the systems values or norms, lack of opportunities to participate and sometimes lack of interest. People tend to self-exclude to avoid unnecessary pressure or constraints from the specific social system.

Other than, self-exclusion, Stichweh (2009) was of the view that in a system, a particular group can be included, but excluded from enjoying certain privileges and opportunities that are available to the nationals, this is known as *'including exclusion'*. On the other hand, *excluding inclusion* is a situation where a group is technically included in a system and has access to the same privileges and opportunities as everyone, but they face social exclusion due to their ethnic, cultural differences or other barriers.

Justification for the selection of Systems Theory to the Current Study

I was highly influenced to apply the Luhmann (1997) Systems Theory not only as result of the description of different mechanisms that influence inclusion and exclusion of refugees from the education system, but also due to the features of the Systems Theory. The features of the Systems Theory include: holistic perspective (*already discussed in the statement of problem*); Boundary Maintenance and Differentiation (*already discussed in the statement of problem*); Focus on Relationships and Interactions; structural coupling; as well as Consideration of Contextual Factors. In elaboration:

With reference to 'focus on relationships and interactions' as a feature, Luhmann (1997) Systems Theory places emphasis on the importance of relationships and interactions among system components. In the context of investigating inclusive education, this feature helps to examine the importance of understanding the dynamic interactions between refugee students, teachers, educational institutions, host communities and other stakeholders involved in the education of refugee students. According to Luhmann and Schorr (2006) focus on relationships and interactions as a feature of the Systems Theory highlights the importance of examining relationships and interactions, as this may help in identifying factors that facilitate or inhibit the implementation of inclusive education initiatives, thereby leading to more informed decision making and policy development. Focus on relationships and interactions as a feature of Systems Theory helped with integration of some research questions in the data collection instruments. For instance, refugees students where asked on the kind of relationship and interaction that they have with teachers and their fellow peers (nationals).

Selection of the Luhmann (1997) Systems Theory in application to the current study was also based on the feature known as 'Structural Coupling'. The concept of structural coupling simply examines the relationship between a system and its environment. Contextualizing structural coupling as a feature of the Systems Theory sheds light on how the education system adjusts and adapts to accommodate the unique needs and challenges of refugee students. I used the 'structural coupling' in investigating inclusive education for refugees by identifying how practices interact with broader societal structures, legal frameworks and cultural norms. For instance, in an attempt to understand inclusive education for

refugees, policy informers were asked on the relationship of national policies and legal framework in supporting the inclusion of refugees in the education system. In further examination of the legal frameworks, the current study adopted document analysis of two pieces of legislation that include: Zambia Refugees Act No. 1 of 2017 and Zambia Immigration and Deportation Act of 2010. Luhmann (1995) adds that understanding 'structural couplings' can guide policy makers and practitioners in designing effective inclusive education interventions and policies.

Consideration of contextual factors as a feature of Systems Theory also influenced my selection of the Luhmann (1997) Systems Theory. Inclusive education for refugees may be influenced by various contextual factors including: social structures; cultural norms; legal frameworks, and policy environments. In investigating inclusive education and as guided by the Systems Theory, I considered contextual factors and their impact on the inclusion and exclusion of refugee students from the education system. According to Luhmann and Schorr (2006) by analyzing the interplay between the system and its environment, researchers can easily identify contextual factors that shape inclusive education policies and practices and understand how they influence the experiences and outcomes of the refugee students.

Collectively, the influence of the Systems Theory in the current study goes beyond structuring of the data. The Systems Theory influenced data collection choices. For instance, consideration of document analysis as one of the data sources in the current study in order to examine the legal framework regarding inclusive education for refugees in Zambia. Further, the Systems Theory did not only influence the three (3) research questions, problem formulation, and choice of questions in the data collection instruments, but also enhanced the understanding and interpretation of data collected in both the analysis and discussion of findings (see theoretical discussion).

Application of the Systems Theory to the Current Study

Systems Theory guided the current study. The formulation of the research problem and research questions was informed by the Systems Theory. The current study focused on the education system of refugees as opposed to many studies that focus on refugees as 'individuals'. Further, 1.1 above depicts the education system as part of the societal system. The education system according to Figure 1.1 comprises two subsystems of focus in the current study that include: classroom and school organization. Thus, in order to answer the research questions, refugee students from both primary and secondary schools based in the refugee settlement camp were drawn to help with understanding of the operation of the classroom and school organization subsystem. Further, policy informers such as head teacher; class teacher; refugee officer and education coordinator from UNHCR were also considered to help with understanding of the operation of the school organization and the influence of the societal system on the inclusion and exclusion of refugee students from the education system.

Correspondingly, in examining inclusive education for refugees in the settlement camp, an analytical framework was formulated that comprised concepts derived from Luhmann (1997) Systems Theory. The analytical framework was primarily used to understand and categorize the data collected from refugee students and policy informers. The categories of mechanisms identified include: inclusion; exclusion; including exclusion; excluding inclusion and self-exclusion (see table 1.1 analytical framework in methodology on page 33). Coding of the data collected was also guided by the identified concepts in the analytical framework.

The Systems Theory comprises a number of features. However, the six (6) major features considered to inform the current study include: holistic perspective; Boundary Maintenance and Differentiation; Focus on Relationships and Interactions; Structural Coupling; as well as Consideration of Contextual Factors. Insights were drawn from all the features to further extend the understanding of the findings of the current study. Besides, features of the Systems Theory also influenced questions asked in the

data collection instruments as well as the choice of data collection methods used. For instance, questions bordering on interactions of refugee students with peers and teachers emanates from the feature 'Focus on Relationships and Interactions' and use of document analysis as a data collection method was necessitated by 'Structural Coupling' which is one of the features of the Systems Theory.

In addition to the above, 'boundary maintenance and differentiation' as a feature of the Systems Theory necessitated the use of the matrix of system (see the matrix of system on Results, page 45). A matrix of systems is a conceptual framework that provides a description and an analysis of various subsystems that makes up a larger social system (Luhmann, 2002). The matrix of systems was used to determine how boundaries are established, maintained or crossed within the education system. This was done by focusing on the education progression of refugee students from 'Fast Track Literacy Classes', 'Mainstream Classes of Primary School', 'Mainstream Classes of Secondary School' to 'Higher Education', analysis of education progression of refugee students was guided by different mechanisms the perpetuates inclusion and exclusion of refugees from the host education system.

Finally, in analyzing the collected data, systems-theoretical distinctions were applied accordingly. This involved identifying and naming different types of mechanisms that perpetuates inclusion and exclusion of refugees from the host education system.

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3. Theoretical Framework Recap
The current study adopts UNESCO (2000) definitions of the concept 'inclusion' as simply the process of creating a learning and working environment with minimal or no barriers to education were all individuals regardless of their background, characteristics or abilities, feel respected, valued and supported. Systems Theory is used to examine inclusive education for refugee students in the settlement camp. This was done by not only exploring dynamics of inclusion and exclusion of refugee students from the education system, but also exploring the influence of the societal system on the inclusion and exclusion of refugees from the education system. The subsystems of focus in the education system include: classroom and school organization. In applying the Systems Theory to the current study, other than drawing insights from the Systems Theory, an analytical framework comprising concepts that include: inclusion; exclusion; including exclusion; excluding inclusion and self-exclusion is used to categorize and understand the data collected, the section also provides a justification of selecting Systems Theory and the section ends with application of the Systesm Theory to the current study.

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4. METHODOLOGY

Introduction

This chapter gives an explanation of the methodology utilized to collect and analyze the data for the study. Sidhu (2014) describe research methodology as the process of generating and analyzing data in order to discover new knowledge, patterns or trends that relates to the field of education. Normally, a research methodology involves a set of procedures, techniques and strategies used by the researcher to plan, design, collect, analyze and interpret the data relevant to the research question.

Qualitative Approach

The current study adopts a qualitative research approach to collect and analyze the data. According to Sidhu (2014) qualitative approach aims at providing detailed and nuanced understandings of social phenomena by investigating subjective experiences, social interactions and contextual factors that shape them. Qualitative approach offers valuable insights into social processes and complexities of human behavior. According to Yin (2015) qualitative research process may involve developing research questions and procedures, and data collection in the participants setting and finally analyzing and providing an interpretation of the data. The current study employed a qualitative approach because qualitative data is sought and the interest of the study is to understand the dynamics of inclusion and exclusion of refugee students from the host education system, by obtaining perspectives from refugee students, policy informers and other secondary sources of data.

Location of Study

The location of the current study was Meheba Refugee Settlement Camp in North western Province of Zambia as depicted on the Zambian Map in a 'blue square' below in Figure 1.3. In Zambia there are four (4) organized refugee Settlement camps, these include: Meheba; Mayukwayukwa; Lusaka Urban; and Mantapala. As of 2023, the total population of refugees, asylum seekers and other people of concern was 81,639 in total, distributed by location among the (4) organized camps as: 36,483 at Meheba, 21,756 at Mayukwayukwa, 16,455 at Lusaka Urban and 6,955 at Mantapala as depicted by Figure 1.2 below (Office of the Commissioner for Refugees, 2023). Selection of Meheba Settlement camp was guided by the 'ordinary case principle' as it experiences refugee crisis and hosts a significant huge number of refugees of about 45% of the total population of refugees, asylum seekers and other people of concern in Zambia who come from different countries. Provision of education to refugees in Meheba settlement camp is crucial, not only for their (refugees) academic development and social integration but also for future prospects of refugees.

Figure 1.2 depicts location of Meheba Settlement Camp on the map of Zambia.
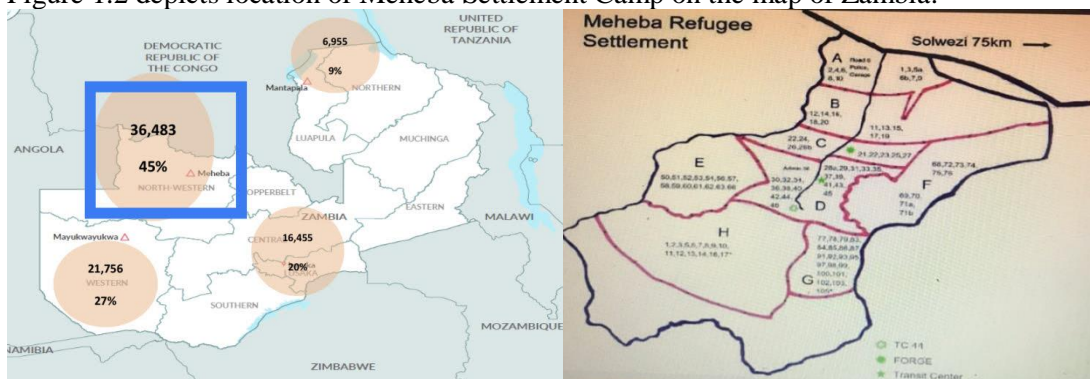
[source: (Office of the Commissioner for Refugees, 2023)]

On the far right above, is the map of Meheba Refugee Settlement which is divided into blocks from A to H. Meheba Refugee settlement comprises of 720 square kilometer (approximately 880 km from Lusaka and 50 km east of the Zambian-Angola border). Block A, B, C and D are targeted for humanitarian operations from different organization as they host active refugees from the Democratic Republic of Congo; Angola; Rwanda; Somalia; Burundi and other countries. Block E, F, G and H are targeted for Developmental Operations by organizations as they host former refugees who have successfully been integrated in the settlement.

The whole of Meheba Refuge settlement camp has a total of 14 schools, (1 boarding school; 2 secondary schools; 8 primary schools and 3 community schools) that are open to both refugees and nationals. The criteria I established to choose the two sample schools included: 1 boarding school to understand the dynamics of inclusion and exclusion of refugees from the host education system from the perspective of a refugee who is a boarder at secondary school and 1 primary school, with a substantial enrollment of both refugees and nationals. Therefore, a boarding school was selected from 'Block A' as it is the only boarding school in Meheba Refugee Settlement Camp and a primary school was selected based on high enrollment rates of refugees and nationals from 'Block C' as per recommendation of the Refuge Officer. Collectively, the choice of the two schools from the refugee settlement camp helps to identify more variations and other potential mechanisms.

Sample Size and its Characteristics

The total number of informants for this study was 14, distributed as 10 refugee students (5 refugee students from a primary school and 5 refugee students from a boarding school); 1 head teacher; 1 class teacher; 1 Refugee Officer; and 1 staff member from UNHCR. In order to understand the dynamics of inclusion and exclusion of refugees from the host education system, the refugee students and policy informers were asked about the challenges and opportunities for refugees in the settlement camp. However, from my perspective as a researcher analyzing a system, the challenges and opportunities are indications of the systems way of operation. Thus, 5 refugee students were selected to give an account of challenges and opportunities for refugees from a classroom and school perspective; 5 other refugee students were selected to give an account from the classroom, school and external-factor perspective. Further, the 4 aforementioned policy informers were selected to give an account from the school as a subsystem and external-factor(s) perspective (societal system). Table 1.0 below shows a schedule of participants.

Table 1.0 Schedule of Participants

Group	No	Pseudonym	Gender	Description
Primary Section	1	Participant 1	Female	16 years old of age, Angolian in Grade 5
	2	Participant 2	Female	19 years old of age, Angolian in Grade 6
	3	Participant 3	Female	16 years old of age, Congolese in Grade 7
	4	Participant 4	Male	15 years old of age, Angolian in Grade 5
	5	Participant 5	Male	17 years old of age, Congolese in Grade 6
Secondary Section	6	Participant 6	Male	17 years old of age, Congolese in Grade 12
	7	Participant 7	Male	19 years old of age, Angolian in Grade 12
	8	Participant 8	Male	18 years old of age, Congolese in Grade 12
	9	Participant 9	Female	19 years old of age, Congolese in Grade 11
	10	Participant 10	Female	18 years old of age, Rwandan in Grade 11
Individual Interviewees				
	11	Respondent 1	Female	Class teacher employed by government with over 5 years of teaching experience at primary school
		Respondent 2	Male	Head Teacher of the Primary Section employed by government with over 8 years of experience
		Respondent 3	Female	UNHCR Education Coordinator responsible for implementation of educational policies in the camp
		Respondent 4	Male	Refugee Officer employed by government and ensures that refugees in the camp are provided with necessary assistance, protection and support.

Figure 1.3 below depicts the Gender Distribution of the Refugee Students and Policy Informers. All the participants selected were ideal to fulfil the objectives of the current study. To avoid the study results being influenced by the 'gender homogeneity', 2 male and 3 female refugee students were selected from the primary school; 3 male and 2 female refugee students were selected from the secondary school; 2 male and 2 female policy informers were selected. For privacy reasons all the participants were anonymized.

Gender Distribution of Refugee Students and Policy Informers
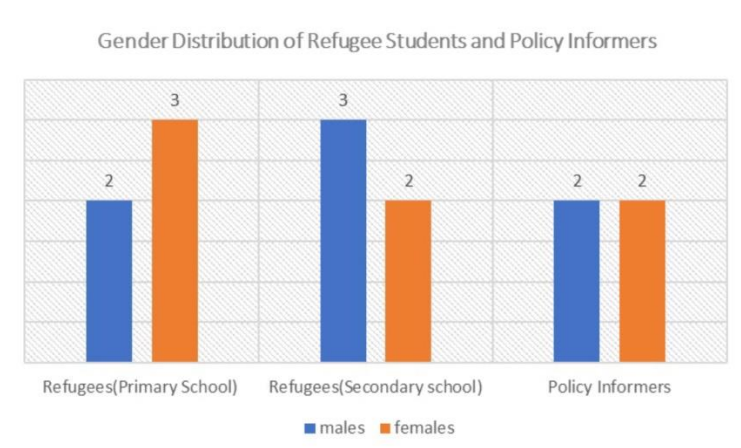
Sampling Techniques

The current study employed a combination of convenience and purposive sampling. Sidhu (2014) defines convenience sampling as a sampling technique where potential participants of the study are opportunistically available with regards to time, location and willingness. Purposive sampling is a sampling technique involving selection of a sample based on the pre-established criteria, or selecting a sample with similar characteristics. Convenience and purposive sampling was used to select refugee students at both the primary and secondary schools. These two schools are open to nationals (Zambians) and refugees, thus the head teacher helped with selection of the participants. The pre-established criteria of selection for refugee students included: (i) recognized refugee status (ii) drawn from grade 4-7 classes for the primary section (iii) drawn from grade 10-12 classes for the secondary section (boarding school) and (iv) availability during the time of data collection.

Further, purposive sampling was used to select policy informers from Meheba Settlement Camp, these include: head teacher; class teacher; Education Coordinator for the UNHCR; and the Refugee Officer. The pre-established criteria for the selection of policy informers included potential participants whose employment involves uplifting the welfare of refugees in the settlement camp. Thus, all the selected policy informers of the current study where considered to be adequate data sources who would help with answering the research questions.

Choice of Data Collection Method

In order to understand evidence of the phenomenon under study, case study designs often use a range of data sources that include, but not limited to: interviews; direct observations; document analysis; focus group discussions; as well as physical artifacts (Alpi and Evans, 2019). To obtain data in the current study, semi-structured interviews, focus group discussions (FGD) and document analysis were used. Sidhu (2017) was of the view that interviews are suitable for qualitative designs as they provide a direct interaction between the researcher and the participants. Thus, it seemed ideal to use semi-structured interviews to collect data from policy informers (head teacher; class teacher; Education Coordinator for the UNHCR and the Refugee Officer) as literature indicates that studies of similar nature have used semi-structured interviews.

Additionally, semi-structured interviews where preferred as they provide flexibility to the researcher to probe and ask the respondents of the study to elaborate on some specific points in order to explore the phenomenon. The language used to collect data from key informants by the researcher was English and all the interviews conducted were recorded. All the interviews conducted were face-to-face and took a range of 30 to 90 minutes, depending upon the length of answers from policy informers (respondents). Before, conducting the interviews, the researcher formally introduced himself and explained the purpose of research to the respondents. After that, the researcher asked potential participants for participation by availing a consent letter that was to be signed as a way of showing consent. At the beginning of the interviews for those who consented, the researcher echoed that respondents should feel comfortable and if in any case they (participants) feel anxious or stressed about the interview process, they (respondents) should make it known to the researcher.

Further, focus group discussions (FGDs) were also used as a data collection method. Sidhu (2014) avows that FGDs are organized discussions aimed at gaining in-depth information from a group of people with similar characteristics, concerns, ideas, experiences and attitudes about a specific topic. Two FGDs were considered in the current study. The first FGD comprised 5 refugee students from primary school and the second FGD comprised 5 refugee students from the secondary school (boarding school). FGDs were used because they help participants of the study to freely interact in the group in ways that would explore and clarify the topic of interest. The duration for the two (2) FGDs was 40 minutes and before participation the researcher explained the purpose of the study and availed

the consent letter to the participants. The other reason of using FGDs in the current study as observed by Greenwood, Ellmers and Holley (2014) is that FGDs are ideal especially when topic of interest under study involves minority groups such as refugees. The reason attached is due to the fact that FGDs enhances mutual support among the participants in discussing issues, experiences, and feelings that concerns them (participants).

Normally, refugee children may not easily open up in discussing issues that concerns them during Focus Group Discussions. During the FGD comprising 5 refugee students from the primary school, 3 of the refugee appeared timid and contributed less to the discussion. However, due to my 'researcher identity' as someone who taught at a school that hosted refugees and nationals, I came up with strategies to elicit refugee participation in the FGD. The first strategy was to ensure that I create a safe and supportive environment. This was achieved by using the secluded office of the 'Deputy Head of the School'. This helped refugee students to freely express themselves as no one could eavesdrop the discussion. Besides, I assured confidentiality and emphasized the importance of respecting diverse opinions. The second strategy adopted was to provide clear information to the refugee students. This was done by offering comprehensive and transparent explanation about the purpose, benefits and outcomes of the FGD. I equally addressed any concerns or misconceptions regarding participation in the FGD. Lastly, the other strategy I incorporated was to offer an incentive for participation in form of refreshments. Regardless of these strategies, participation of refugee students in the FGD from primary school was not as good as participation of refugee students in the FGD from the secondary school.

Document analysis was equally used as a secondary data source which involved analyzing the 'Zambia Refugees Act No.1 of 2017' and 'Zambia Immigration and Deportation Act, 2010'. According to Sidhu (2014) document analysis is a systematic procedure that helps in analyzing documents with a view to triangulate the claims of the findings of the study. The 'Zambia Refugees Act No.1 of 2017' was selected for document analysis because it is a piece of registration that governs the protection, management, and rights of refugees and asylum seekers in Zambia. Whereas, the 'Zambia Immigration and Deportation Act, 2010' was selected because it is a piece of legislation that regulates immigration into the country, manage and control the movement of immigrants and provide for deportation in certain circumstances.

Data Analysis and Interpretation

I used thematic analysis approach to analyze the data I collected from the Focus Group Discussions (FGDs) with refugee students and data from individual interviews with policy informers (head teacher; class teacher; Education Coordinator for the UNHCR and the Refugee Officer). I simultaneously recorded the FGDs, interviews with participants and took notes that were also used in the construction of themes and in the discussion of data.

Thematic analysis was used because the nature of study is qualitative and due to the fact that data was collected through interviews and focus group discussions. Braun and Clarke (2019) describe thematic analysis as a process for encoding information or data that is qualitatively collected. Thematic analysis also helps researchers in identifying, analyzing and reporting patterns within the collected qualitative data. Sidhu (2014) adds that thematic analysis begins when the researcher notices meaningful patterns within the collected data during the data collection process. Braun and Clarke (2019) also asserts that thematic analysis is flexible and provides summarized key features extracted from large data and helps the researcher to come up with thick descriptions of collected data. In the current study, the thematic analysis was conducted through an iterative process of collapsing and merging themes and sub-themes and eventually arriving at broad categories.

An analytical framework was used for deducing, corroborating as well as constructing meaning out of the qualitative data collected using the tenets of Luhmann (1997) Systems Theory. According to McMahon and Watson (2007) an analytical framework also known as a conceptual model or structure provides a systematic and organized way to analyze the complex phenomena or data. It is also viewed as a tool to guide the analysis of data. Sidhu (2014) also adds that the purpose of an analytical framework is to simply provide a conceptual or theoretical lens through which data can be analyzed, making it easier to identify connections, patterns and relationship between elements of the data. The analytical framework in Table 1.1 helped the researcher to identify, understand and categorize different forms of inclusion and exclusion of refugee students from the host education system.

Table 1.1 Analytical Framework

	Inclusive Education for Refugees
Luhmann (1997) Systems Theory/Stichweh (2009)	
Inclusion	Refugees have equal access and participation in the host country's education system.
Exclusion	Refugees are prevented from participating in the host country's education system
Self exclusion	Refugees conscious reason to exclude themselves from participating in the host education system for various reason
Exclude internally	A school organization establishing rules that excludes refugees
Including Exclusion	Refugees are included in the education system but are excluded from enjoying certain privileges and opportunities available to nationals
Excluding Inclusion	Refugees are technically included in the education system and have access to privileges and opportunities but face social exclusion due to ethnic or cultural differences

While analyzing the collected FGDs and interview data, I employed a deductive coding approach. Braun and Clarke (2019) describe deductive coding as a method of qualitative data analysis that involves the application of a pre-existing theoretical frameworks or concepts to the data. Below are the stages of deductive coding used in the current study:

Stage one: involves the identification of a theoretical framework or concept to apply to the data. This could be an existing theory or a set of concepts that the researcher developed. The current study sought to determine inclusive education for refugees in the settlement camp by exploring dynamics of inclusion and exclusion for refugees from the host education system. Thus, Luhmann (1997) Systems Theory was identified in order to help with identifying the inclusion and exclusion mechanisms from the data collected.

Stage two: after identifying the theoretical framework, the researcher embarks on collecting data that is relevant to the framework. The data collected in the current study was in form of FGDs; interviews and from documents. This implies that Luhmann (1997) Systems Theory guided the research questions asked to both refugee students in the FGDs and policy informers in the interviews. In order to make sense of the data collected the 'inclusion mechanisms' was operationalized as opportunities for refugees with reference to education in the settlement camp. Whereas, the 'exclusion mechanisms' was operationalized as challenges faced by refugees with reference to education in the settlement camp. Therefore, all the questions asked to refugees and policy informers were based on challenges and opportunities for refugees with reference to education in the settlement camp.

Stage 3: involves developing a Codebook, which is a list of codes or categories corresponding to the theoretical framework. The codes are based on the themes or concepts that are identified in the selected theoretical framework. Based on the analytical framework (see table 1.1 above) derived from Luhmann (1997) Systems Theory, Table 1.2 below depicts the codes generated and their corresponding meaning.

Table 1.2 Codes and Representation Generated from Systems Theory

Codes	Representation
IM01	Inclusion Mechanism
EM02	Exclusion Mechanism
IEM03	Including Exclusion Mechanism
EIM04	Excluding Inclusion Mechanism
SE05	Self Exclusion Mechanism
ExI06	Exclude Internally Mechanism

Stage 4: involves applying the codebook to the data by assigning codes to the relevant sections of the data. After I developed the codebook, I transcribed all the data collected from FGDs with refugee students and interviews with policy informers, subsequently I manually assigned the codes developed to the data collected. Besides, the codebook was also applied in document analysis of the 'Zambia Refuge Act No. 1 of 2017' and 'Zambia Immigration and Deportation Act, 2010' by identifying specific mechanisms with the help of the data already obtained from refugee students and policy informers (triangulation).

Stage 5: involves reviewing and refining the coded data to ensure that the codes assigned are accurate and consistent. The researcher may also adjust the codebook as necessary. With reference to the current study, I reviewed the coded data several times to ensure accuracy of the assigned codes. Initially, in the first codebook, SE05 (self-exclusion mechanism) was not included. However, when the theme emerged from the data collected, the codebook was adjusted to include SE05 (self-exclusion mechanism)

Stage 6: which is the final stage involves data analysis. Once the data was coded and reviewed, I proceeded to analyze the data to identify patterns and themes consistent with the theoretical framework.

Overall deductive coding requires a clear understanding of theoretical framework and the researchers' ability to apply it to the data in a consistent and systematic manner. The iterative process of refining and reviewing the codebook ensures that the analysis is accurate and reliable (Braun and Clarke, 2019).

Issues of trustworthiness

According to Nowell, Norris, White and Moules (2017) trustworthiness of the data collected in qualitative studies is cardinal in ensuring the validity and reliability of the findings. Qualitative research methods in most cases aim at understanding and interpreting phenomenon from the perspective of the participants. Qualitative studies often involve in-depth interviews, focus group discussions, observation and analysis of visual and textual data. Korstjens and Moser (2018) adds that there are four criteria that can be considered to ensure trustworthiness of the data collected in qualitative studies, these include: credibility, transferability, dependability, and confirmability. To

uphold trustworthiness of the data collected, the aforementioned four (4) criteria where considered in the current study.

According to Korstjens and Moser (2018) credibility implies the degree to which the findings accurately represent the participants experiences and perspectives. To ensure credibility, I adopted triangulation which involves use of multiple data collection methods, sources and perspective to investigate the research questions. The current study utilized multiple data sources that include: refugee students; policy informers (head teachers; class teacher; education coordinator and refugee officer) as well as document analysis of the Zambia Refugee Act No.1 of 2017 and Zambia Immigration and Deportation Act of 2010. Use of multiple data sources helped to ensure that the data collected is accurate and that the conclusions drawn are reliable.

Additionally, and still on credibility, pilot testing of questions in the interview guides and Focus Group Discussion was done before the actual data collection. For instance, the first developed instrument tools comprised questions that asked about inclusion and exclusion mechanisms, when these questions were pilot tested, it was noted that the people asked found it difficult to understand the terms. Hence, inclusion mechanism was operationalized as opportunities and exclusion mechanisms as challenges faced by refugees in accessing and participating in the education system in refugee settlement camp. Pilot testing as a way of ensuring credibility helped in refining the research questions so that they are clear and appropriate for the participants of the study.

Transferability refers to the extent to which the findings can be applicable or transferable to other contexts or settings (Korstjens and Moser, 2018). To enhance transferability, I provided rich descriptions of the study context, participants and data collection methods. This was done to help me as the researcher determine the extent to which findings can be relevant to other settings beyond the Zambian context. Diverse participant selection is another measure I instituted to enhance transferability. Diversity participant selection was based on age, gender, grade and nationality of the refugee students selected to be part of the sample. For instance, out of 10 refugee students, by gender, 5 were boys and the other 5 were girls, by nationality, 4 were Angolans, 5 were Congolese and 1 was Rwandan.

Dependability according to Korstjens and Moser (2018) relates to the consistency and stability of the findings over time and across different researchers or contexts. I upheld dependability by documenting the research process and ensuring transparency in the data collected. As a way of enhancing dependability, recording and transcription was adopted in the current study. All the interviews and focus group discussions were recorded and later on transcribed. In assigning codes to the transcribed data, I employed a multiple-checking strategy, where I checked codes assigned to the transcribed data multiple times in order to ensure accuracy. Recording and transcription helped to analyze the data in detail and to identify patterns and themes.

Finally, confirmability refers to the neutrality and objectivity of the findings, ensuring that findings are grounded in the data rather than influenced by the researchers biases or preconceptions (Korstjens and Moser, 2018). To endure confirmability I maintained transparency in decision making throughout the research process. I also engaged in reflexivity by reflecting on my own biases, assumptions and preconceptions that may influence the research process.

Statement on Sustainability

Generally, this study is informed by Sustainable Development Goals, as there is a vivid connection between refugee education and the sustainable development goals. According to UNESCO (2018) initially, education plays a critical role in achieving sustainable development. The United Nations Sustainable Development Goals (SDGs) aims at ending poverty, combating climate change and ensuring prosperity for all. Displaced people such as refugees who are among the most vulnerable and marginalized populations, can immensely benefit from achieving the aforementioned goals (SGDs).

SDG 4: 'Quality Education', aims at ensuring an inclusive and equitable quality education for all. However, refugees often face barriers in form of challenges when it comes to accessing education. The barriers, include, but not limited to: lack of access to schools and finances; language barriers; and discrimination. Finding solutions to the above mentioned challenges begins with conducting studies that investigates dynamics of inclusion and exclusion of refugees from the host education system, in order to ascertain how inclusive education for refugees is in settlement camps. UNHCR (2022) echoes that education is a key tool that can be used to empower refugees, reduce poverty and inequality, and promote sustainable development.

Additionally, SDGs recognize the significance of addressing the needs of refugees and helping them (refugees) thrive, especially during crises. The SDGs, thus aim at promoting peace, justice and establishing strong institutions that are vital in addressing the root causes of refugee crises and promoting sustainable development (UNHCR, 2022).

Prioritizing education for refugees by governments and organizations can help refugees to advance in their lives and become self-reliant. This, in turn would contribute to building stable and prosperous communities, resulting in sustainable development (Global Refugees Forum, 2019). UNHCR (2022) posits that sustainability in refugee education requires a serious commitment in the protection of refugee rights and provision of safe and inclusive learning environments that can foster a sense of belonging and security among the refugees. This includes addressing cultural, social and economic barriers that often prevent refugees from accessing education in the host country.

Summarily, refugee education and sustainable development goals are in a way intertwined, and investing in refugee education can help with eradication of poverty, promoting equality and creating a more sustainable world. By doing so, education can then serve as a catalyst for positive change within refugee communities and beyond.

Ethical Consideration

In a quest of not causing harm to the participants, the researcher was guided by Patton's (2002) 10-point 'ethical issues checklist', which is a set of guidelines for researchers to consider especially when planning and conducting research with human participants. The 10-points ethical issues checklist, include:

1) Explaining the purpose of research to the participants
2) Adhering to promises and ensuring reciprocity
3) Risk assessment
4) Confidentiality
5) Informed Consent
6) Data access and ownership
7) Interviewer mental health
8) Advices
9) Data collection boundaries

10) Ethical versus legal issues

To start with, when it comes to conducting a study on refugees in Zambia and visiting refugee settlement camps, a researcher need permission and clearance from the Office of the Commissioner for Refugees under the Ministry of Home Affairs and Internal Security (see appendix 3). Thus, a letter to seek for permission to conduct data collection in Meheba Refugee Settlement Camp was sent on 16th January 2023 and permission was granted on 25th January 2023 to visit Meheba refugee settlement camp and collect data from 1st to 3rd February 2023.

With reference to Patton's (2002) 10-point 'ethical issues checklist', it was noted that some ethical consideration points were more related to the current study than others, and the researcher strived to address them as follows:

Information and consent: I only provided relevant information on the purpose of the study. This is so, because I was aware that excessive information would potentially bias the participants' perspective. Participants of the study were availed with information on their rights to withdraw from the study whenever they feel uncomfortable, since participation in the study was on voluntary basis. An informed consent letter was also availed to the refugee students and the policy informers, that was to be signed in duplicate as a way of showing consent to participate in the study, both the researcher and the participants retained a copy each.

Confidentiality and Anonymity: the current study sought to obtain information about challenges and opportunities for refugee students (inclusion and exclusion mechanisms). Hence, all the information obtained from the participants was treated with utmost confidentiality it deserves. In order to avoid identifying the participants of the study, the researcher anonymized all the participants by giving them pseudonyms or fake names.

Honest reporting: in the report of the current study, the researcher committed to stay as close as possible to the subject as well as methodological theoretical orientations, published literature and participants perspective. I also made efforts to record my observations and opinions wherever possible.

Promises and reciprocity: this study was funded by 'Forskraftstiftelsen Theodor Adelswärds Memory', the researcher planned for refreshments during the interview process. However, all the four (4) Key Informants declined the offer. Thus, only ten (10) refugee students were provided with refreshments, during the Focus Group Discussion (FGD) process not only as a reward for participation but also due to the fact that the FGDs were conducted in the afternoons after the refugee students had knocked off from school, and there was a scorching sun, thus offering refreshments to refugee students was ideal. In the same line of thought, De Vaus (2001) was also of the view that participants should not be compelled to participate in a study but rather can be encouraged by offering rewards for participation.

Limitation of the Study

The first limitation of the current study is that out of the (4) refugee settlement camps in Zambia, these include: Meheba; Mayukwayukwa; Lusaka Urban and Mantapala. The current study only focused on one refugee settlement camp known as Meheba. Therefore, the mechanisms identified from Meheba Refugee Settlement Camp may not be generalized to other three (3) refugee settlement camps.

The initial planned total number of participants of the current study was 15, distributed as 10 refugee students and 5 policy informers. However, during data collection period, one of the policy informers was on leave and efforts to reach him via phone calls proved futile. Thus, the sample size was reduced to 14.

Investigating inclusive education for refugees in developing countries like Zambia is a challenge, because there is no consensus in what constitutes 'inclusion' of refugees in the host education system. Therefore, this study adopted Luhmann (1997) systems theory to explore the dynamics of inclusion and exclusion of refugees from the host education system.

In spite of the strategies incorporated to foster discussions in the FGD, three (3) refugee students from the primary schools did not adequately contribute to the discussion and they appeared timid during the course of the discussion.

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4. Methodology

This section presents the methodology of the study. The section begins by describing the qualitative approach and its suitability in application to the current study. The location of the study is explained with the help of both the Zambian map and a specific map of the Meheba refugee settlement camp. The sample size and its characteristics is explained (that includes, 10 refugee students and 4 policy informers); subsequently the section explains the sampling techniques adopted which is a combination of convenience and purposive sampling; the choice of data collection methods is explained (justification of using interview guides, focus group discussion and document analysis); The section then proceeds with data analysis and interpretation; issues of trustworthiness; statement on sustainability; ethical considerations as well as limitation of the study.

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5. RESULTS

This chapter responds to the study's research questions by analyzing the data collected through Focus Group Discussions (FGDs) with refugee students (participants) and interviews with policy informers (respondents). All the data collected was analyzed through the lens of the Systems Theory and existing literature. This chapter has five major sections, with subsequent subsections. The first three major sections correspond to the research questions guiding the study. The fourth section is the document analysis of the 'Zambia Refugees Act No.1 of 2017' and 'Zambia Immigration and Deportation Act of 2010' and the final section on this chapter is the 'matrix of system' that depicts the progression of refugee students in the host education system and different types of mechanisms that refugees are likely to face that may either perpetuate inclusion and exclusion of refugee students from the host education system.

Classroom as a Subsystem: Dynamics of Inclusion and Exclusion

The 'first research question' sought to explore mechanisms at classroom level (subsystem) that promotes inclusion and exclusion of refugee students from host education system, this section presents different types of mechanisms identified from the data collected from both refugee students and policy informers.

Inclusion Mechanisms

An inclusion mechanism according to the Systems Theory implies processes, practices or opportunities that promote inclusion of individuals or groups that may be excluded from a particular social system. The following are inclusion mechanisms found in the data collected:

Classroom Interactions and Practices:

The data of the study revealed that 'classroom interactions and practices' was one of the informal inclusion mechanisms of refugee students in the host education system. Participants of the study said that student-to-student interactions were good and helped not only in making friends, but also learning the language through interactions with the nationals. In elaboration, participant 1 narrates:

 *Peer interaction, not only at classroom level but also at school level is good and helpful to us refugee students. For instance, when I came to Zambia, I was supposed to learn two languages at the same time 'English' and 'Luvale'. It was hard for me, but the friends I had helped me to be going to school not because I wanted to learn at school, but because of wanting to meet and play with my friends at school. It did not even take time for me to know how to speak 'Luvale' and this was because of my interactions with friends (**Participant 1, primary section**).*

Further, some participants from the secondary section added good teacher-student interaction as an inclusion mechanism that makes them (refugee students) feel included in the classroom. It was equally noted from the participants that even though there were a shortage of teachers at the school, some teachers at the school strove to create a welcoming classroom environment that promotes acceptance and inclusivity. On student-to-teacher interactions, Participant 4 narrates:

Some teachers are very much concerned about our welfare, they ask us about challenges that we are going through as refugee students in class and how the teacher may be of help to us in solving the challenges, and this mostly happens during the classroom session. It seems the school management encourages our teachers to be checking on how we are adapting to the environment and basically our general well-being. This act of care from some teachers coupled with good student-teacher interaction

*makes us as refugee students feel welcome both in class and at school (**Participant 4, secondary section**).*

Understanding of the classroom interactions and practices as a mechanism emanates from 'focus on relationship and interactions' a feature of the Systems Theory. In investigating relationships and interactions of refugee students, it was found that refugee students from both primary and secondary schools, depicts that a good student-to-student interaction and good student-to-teacher interactions may be seen as an inclusion mechanism that does not only promote an inclusive and welcoming atmosphere to the refugee students, but also helps students in forming *'networks'* with the nationals which in turn help in language learning and support. *Networks* according Systems Theory are informal interactions that arise and create other criteria of inclusion and exclusion. Belonging to network is based on *personal knowledge and trust*. In the current study it was noted that participants (some refugee students) decided to go to school because of the networks formed. This implies that peer interactions led to the formation of informal inclusion criteria.

Minimal or No Cases of Discrimination against Refugees:

Participants from both primary and secondary sections revealed that at classroom level (subsystem) there was minimal or no cases of discrimination especially based on refugee or non-refugee status of the students. Some participants of the study added that the school has a policy that takes a zero-tolerance to discrimination (micro-aggression) of refugee students, and even at classroom level teachers hold students accountable for any kind of discriminatory behavior exhibited and this is achieved by teachers in class stating clearly the expectations for behavior and consequences for violation of rules in the classroom. In support of the above Participant 5 from the primary section recounts:

*The support we receive from teachers in classroom especially when it comes to issues of bullying or discrimination based on status (refugee or non-refugee) is good, I remember when I just came to Zambia and before I knew how to read, as a class we were leaning the English Language Subject on 'reading and comprehension', when it was my turn to read a text in English, I was not fluent and I sounded strange since my mother tongue is Swahili, one student laughed at me and the teacher reprimanded him. So in class we feel safe and included because of minimal cases of discrimination against refugee students (**Participant 5, primary section**).*

Understanding of the minimal cases of discrimination against refugees from Systems Theory perspective can be explained by the feature known as 'focus on relationship and interactions'. Based on the views given by participants it is noted that 'minimal or no cases of discrimination against refugees', is achieved through dynamic interactions between refugee students and teachers (teachers reprimanding discriminatory behavior in classrooms) and educational institutions (adopting a zero tolerance to discrimination of refugee students or micro-aggression against refugee students. Besides, affected refugee students by discrimination are encouraged to speak about it or report cases pertaining to discriminatory behavior or actions that happen in the classroom and in the school setting.

Cultural Exchange Practices:

Cultural exchange practice was identified as a mechanism of inclusion that helps in creating a more inclusive and supportive classroom environment for the refugee students, through promoting cross-cultural understanding and celebrating diversity. With reference to cultural exchange practices, the teachers can help in fostering positive relationships among the students that may promote a more welcoming classroom atmosphere. During the discussion, some participants from the secondary section highlighted that cultural exchange practice through guided lessons in the 'Guidance and Counselling Subject' help refugee students to share cultural traditions, and experiences hence leading

to understanding and respecting students coming from different culture. Additionally, participants from the primary section echoed that cultural exchange practices played a crucial role in language learning, especially for refugee students coming from countries where English is not an official language like the Democratic Republic of Congo (DRC) and Angola.

Cultivating cultural exchange practices in classroom can be traced from the Systems Theory through its emphasis on relationships and interactions of the teacher and students. As noted from the views obtained from the participants, the teacher through the lessons initiates 'cultural exchange practice activities' which then leads to students sharing their respective cultural traditions, and experiences. This fosters the relationship and interactions among the students in class which further contributes to language learning as necessitated by interactions. The Systems Theory adds that cultural exchange practices may not only be enhanced or practiced at classroom level, but also extends to the school organization and community.

Exclusion Mechanisms

An exclusion mechanism from a Systems Theory perspective implies processes, practices or challenges that promote exclusion of individuals or groups from a particular social system. Contextualizing exclusion mechanism to the current study implies challenges or practices that promote the exclusion of refugee students from the host education system.

Language barrier as an Exclusion Mechanism

Language barriers as a mechanism exhibit both characteristics of 'exclusion' and 'including exclusion' mechanisms. Based on the data obtained from the participants from the primary school, language barrier was regarded as one of the exclusion mechanisms by refugee students. This mechanism in particular affects refugee students who enroll in the lower primary grades. For instance, in Zambia at lower primary level (Grade 1-4), native language is used as a language of instruction in the education system while from Grade 5 going upwards, English is introduced as a language of instruction. Zambia has a total of 73 native languages spoken. Thus, use of native language in primary schools (from Grade 1-4) is dependent on the widely spoken language in the area (district) where the school is located. Refugee students who enroll in lower primary grades are expected to simultaneously learn native and English language, and the greatest challenge is that 'Fast Track Literacy Class' at the primary section prioritizes teaching English and not native language as noted in the views of Participant 3 below:

I came to Zambia, 3 years ago when civil war broke out in Democratic Republic of Congo. My mother tongue is Swahili, at the time I was supposed to enroll for classes, I was told that they could enroll me in Grade 3, where 'Luvale' was the language of instruction and then from Grade 5 going upwards they teach in English. I was expected to learn two languages at the same time 'Luvale' and 'English'. However, the 'Fast Track Literacy Class' provided by the school only carter for the 'English Language', I therefore had a hard time to comprehend lessons in class. The only motivation I had to come to school was to meet my friends and avoid doing 'house chores' at home. I only came to know 'Luvale' by the time I was in Grade 5, and thanks to my friends. Currently, I am in Grade 5 and I have enrolled for the 'Fast Track Literacy Class' even though teachers seem not to be consistent **(Participant 3, primary section).**

Generally, on the one hand, newly arrived refugee students in primary school (Grade 5-7) who do not have English proficiency are being excluded in the more acceptable form of *inclusion*, by allocating them to '*Fast Track Literacy Class*'. On the other hand, refugee students in lower primary school (grade 1-4) who cannot completely speak or understand the English Language are included in the mainstream classes but completely excluded from a special form of learning the 'native' language of instruction in school.

The Systems Theory focuses on the concept of communication and how it operates in the social systems. According to the Systems Theory, language acts as a code that allows individuals to transmit and receive information within a specific social system. Hence, language differences can impede effective communication. In the context of the views above, on language barrier as an exclusion mechanism, refugee students in lower primary school face challenges especially that refugee students are expected to learn two languages, Native and the English language. This therefore pose a challenge for refugee students, and in some cases as observed from views of participant 3, what keeps refugee students not excluded from the education system are *networks* formed which eventually helps in language learning through interactions.

Including Exclusion Mechanisms

Including exclusion mechanism according to the Systems Theory implies including an individual or group of people in the education system, but excluding them from enjoying certain privileges and opportunities available to nationals. In context, 'including exclusion mechanisms' are mechanisms that exclude refugees already included in the education system from enjoying certain privileges and opportunities available to nationals.

Language barrier as an including exclusion mechanism

With respect to language barrier as an 'including exclusion mechanism' of refugee students from classroom (subsystem) of the host education system, participants from the primary section highlighted that the school offered a 'Fast Track Literacy Class' for upper primary school (Grade 5-7) specifically meant to teach refugee students enrolled at the school who cannot not speak or understand the English Language. Depending on the English proficiency of the refugee students the school management decides whether to include refugee students in mainstream classroom or in the 'Fast Track Literacy Class'. Participants from the primary section added that the selection criteria used leads to some refugee students been added to mainstream classes when they (refugee students) had little proficiency in the English Language. Participant 1, below narrates about the selection criteria to mainstream or Fast Track Literacy Classes:

*I come from Angola, and my mother tongue is 'Portuguese', when I came to Zambia, I was supposed to be put in a 'Fast Track Literacy Class' but I was enrolled in Grade 6 mainstream class on the basis that I could at least understand English, even though I could barely speak. I would have loved to join the 'Fast Track Literacy Class' first, but the school management told me that I was late to join, because the current cohort at that time had advanced and there was serious lack of teachers to teach me separately. Learning in the mainstream classes was a challenge and shameful to me because I was failing classroom assessments and most of the time I was quiet in class, not because I wanted, but because I could not fluently express myself in English (**Participant 1, primary section**).*

As explained by some participants from the primary section, the primary school offers literacy classes (through the fast track literacy class) to newly enrolled refugee students as noted above. However, if refugee students enroll at the time the cohort of literacy classes has already begun, then they have to wait for the next cohort or they can be enrolled in mainstream classes depending on their English proficiency. Participant 1 views above, depicts a clear case of *'including exclusion'* as she was included in the mainstream classroom, but she could not fully enjoy the opportunities of inclusion, because she could not fully comprehend lessons taught in class and most of time she was quiet due to her inability to express herself in English fluently.

The Systems Theory emphasizes the self-referential nature of social systems. Implying that the education system or the subsystems such as classroom or school organization should develop its own internal mechanisms, structures and communication processes to address the diverse needs of students. In the context of the current study, it is noted that the school organization has established 'Fast Track

Literacy Classes' to help refugee students with language learning. However, the 'Fast Track Literacy Class' as an established mechanism overlooks the inclusion of teaching refugee students the Native language used as a language of instruction at lower primary school.

Inadequate school materials

Another example of an 'including exclusion mechanism' is inadequate school materials for refugee students from the host education system in organized settlement camps. All the participants from both primary and secondary section were of the view that the schools where seriously lagging behind in terms of school materials for the students. Inadequate school material such as desks has the potential to perpetuate *exclusion* of students from the education system, as Participant 6 had this to say:

*Well, even if we are enrolled in the mainstream classroom, limited resources in classroom is a major challenge to us. For instance, in my class we have 14 double seater-desks that can accommodate a maximum of 28 students and the total number of students in class is 98. This means that, for me to secure a seat in class, I have to be early. If I am late, it would mean that I will stand or sit on the floor, and sometimes if it is fully packed, I just go home because I am asthmatic and sometimes my condition cannot allow me to be in a congested room (**Participant 6, secondary section**).*

Refugee students who manage to cross over the 'language boundary' (as proposed by the Systems Theory) are *included* in the mainstream classes. However, it is noted that refugee students included in the mainstream classes are often faced with other informal requirements that have potential to *exclude* refugee students from the education system. A limited number of desks for refugee students at classroom level (subsystem) has a ripple effect that leads to *exclusion* of refugee students who may not like the idea of learning while standing or sitting on the floor.

Some of the participants from the primary school were also of the view that, lack of digital tools (which falls under inadequate materials) to use in class was an 'including exclusion mechanism' faced by refugee students. The primary school could not provide technology tools such as Desktops, Electronic Tablets and Projectors for refugee students to use in class, due to the fact that the settlement camp is not yet electrified to power digital tools. The participants also added that that during the pandemic of Covid-19, when most schools were transitioning to use of technology, the primary section was closed completely and refugee students were excluded from learning for the whole period of school closure due to lack of technology tools that could support online learning as in the case of other schools that are well equipped with technology tools.

Participants from the secondary section added that limited number of textbooks to use in class was a challenge (mechanism) that is part of the inadequate materials that perpetuate exclusion of refugee students from the host education system. With a limited number of textbooks, it means that some refugee students may not have a chance to access textbooks that are in their native language, as noted in the views of Participant 7, below:

*In as much as I can speak English, I am not very proficient at reading, the school does not provide us with textbooks in Portuguese, so that some of us, who are not proficient in English Language, can also read Portuguese textbooks and understand, as we used to in our home countries (**Participant 7, secondary section**).*

Normally, one of the ways the school can be *inclusive* to the educational needs of refugee students who come from different countries, is to at least provide school materials that are in the language that refugee students can understand, however, this is not the case for the primary section as stated by participant 7, above. It was also noted as explained by participants that the primary school did not provide technology tools in classroom, and this was attributed to the lack of electrification in the

settlement camp. In as much as some of the participants of the study were *included* in the mainstream classes, they were also *excluded* from enjoying certain privileges or opportunities (such as having fully equipped classes) which is a clear case of *including exclusion* (concept derived from Systems Theory) from a classroom and school perspective.

<u>Teacher inability to use inclusive style of teaching methods</u>

Most participants from the secondary section highlighted that some teachers during lesson delivery failed to adequately deploy inclusive style of teaching that takes into consideration of the culture and backgrounds of students in classroom. Schools in the settlement camp are open to both Zambians and refugees. This implies that teachers are supposed to utilize inclusive style of teaching methods, and failure to which, some refugee students would feel detached or excluded from the learning process, hence leading to difficulties in understanding lessons taught in classroom, as observed in the views of Participant 8, below:

*I find it hard to understand some lessons taught in classroom, especially that some teachers in most cases make reference to Zambia, when teaching subjects like Geography. I have been in Zambia for 4 years now, and I have spent 90% of my time within the settlements because of issues of getting a 'pass' every time we leave the camp, so I find it hard to relate to the lessons taught in the classroom (**Participant 8, secondary section**).*

As the participants explained above, teacher inability to deploy inclusive style of teaching is equally a mechanism with potential to *exclude* students. Refugee students may come from different educational systems, thus some teaching methods and learning styles can make it difficult for refugee students to adapt to the host education system. Participant 8, situation is a clear case of *including exclusion*, in that the participant is included in class but the teaching strategies used by teachers are not responsive to refugee students educational needs due to their (refugees) diverse backgrounds.

The Systems Theory emphasizes the importance of communication for social systems. Hence, teacher inability to use inclusive style of teaching methods as stated by the participants above is a lapse in effective communication between teacher and the students. With reference to the Systems Theory, effective communication is crucial for understanding and responding to specific needs of refugee students. However, cultural differences, language barriers and limited resources for translation or intercultural communication as stated by participants of the study may inhibit effective communication of inclusive teaching practices.

<u>Insufficient pedagogical training by teachers to handle refugees in classroom</u>

Respondent 1 (class teacher) was asked as a follow-up question on teaching methods she utilized at classroom level (subsystem), in response, respondent 1, expressed frustration and narrates:

*I am a trained class teacher but I feel like I need further training on how to handle refugee students so that I can meet their educational needs at classroom level. Apparently, meeting the educational needs of refugee students is a challenge not only because of insufficient pedagogical training but also due to the fact that there is a shortage of teachers at this school and I have a huge workload. Besides that, some refugee students are put in my class and they can barely, speak or write in English. What am I supposed to do? Should I start teaching them English language at the expense of following the syllabus (**Respondent 1, class teacher**).*

The views of respondent 1 above conforms to the views obtained from the participants (refugee students) from the secondary section who highlighted that some teachers at the school could not meet their educational needs through use of inclusive teaching methods. Inclusion of refugee students in the

mainstream class and having teachers with insufficient pedagogical training to meet their (refugee students) educational needs is a clear case of *'including exclusion'* as refugee students are included in the mainstream classes but they are excluded from privileges and opportunities of teaching methods that recognizes their (refugee students) backgrounds and culture.

On shortage of teachers respondent 2 (head teacher) of the primary section, was asked in a quest to triangulate views already obtained from respondent 1 (class teacher) and refugee students. Respondent 2 views conformed to the views already obtained and added that the primary section has 17 teachers in total (15 qualified teachers and 2 unqualified teachers) against a total of 2363 students. Respondent 2, further echoes that it is due to shortage of teachers, that there is a huge teacher-student ratio of approximately about 1-130 (1 teacher to 130 students).

Most of the identified mechanisms affecting inclusion and exclusion of refugee students especially at classroom as a subsystem, borders on a features of the 'Systems Theory' that include: 'interaction and relationships' or 'communication complexity'. Inadequate teachers in schools or a high teacher-to-student ratio affects the effective communication and interactions of the teachers and refugee students, thereby leading to 'including exclusion' and sometimes 'exclusion' of refugee students from the education system.

School as a Subsystem: Dynamics of Inclusion and Exclusion

The 'second research question' sought to explore mechanisms at school organization level (subsystem) that promotes inclusion and exclusion of refugee students from the host education system, the following section presents different types of mechanisms identified from the data collected from refugee students and policy informers.

Inclusion Mechanisms
Non-payment of tuition fees by refugee students

In the discussion with participants, it was noted that refugee students are exempted from paying tuition fees just like nationals. Non-payment of tuition fees is an inclusion mechanism for refugees to engage or participate in the host education system. Refugees in host countries face financial barriers to accessing the host education system, including high tuition fees and other related costs. It was further noted from some views obtained from participants that waiving tuition fees for refugees enhances the provision of access to education by refugees in host countries and helps to create a more inclusive and integrated society.

Examination and Certification of refugee students

Respondents pointed out that examination and certification is a powerful inclusion mechanism that allows refugee students to have access to education and the opportunity to demonstrate their (refugees) knowledge and skills. In Zambia, primary and secondary education runs from Grade 1-12, in Grade 7 students write an examination and obtains certificate; in Grade 9 students write an examination, obtains a certificate and proceed to higher grades; and finally in Grade 12 students write final examination and obtains a certificate that marks the end of secondary education and the next level of education is higher education (colleges or universities). Respondent 2 add:

Refugees who come to Zambia are subjected to the same examination and certification as everyone in the country (Respondent 2, Head Teacher).

During the interview, Respondent 2 (head teacher), revealed that education is a basic human right and the fundamental elements for successful integration of refuges in the host community. Examination

and certification of refugee students help refugees in overcoming some barriers and provides a path way to educational and professional opportunities. Examination and certification as an inclusion mechanism open up opportunities to refugees for further education and employment.

<u>School material support to refugees</u>

All the participants from both primary and secondary schools expressed positive views on the school materials offered to refugee students from different organizations such as United Nations High Commissioner for Refugees (UNHCR). Participants revealed that school material support is an effective inclusion mechanism for refugee students, especially those who are among the most vulnerable in the community. Participant 9, on school material support narrates:

*Only refugee students and not nationals receive school material support from organizations such as UNHCR, they buy us school materials that we lack, these include: school bag, books, pens, mathematical sets and any other school materials we use in class. You know most of us come from poor families, even buying a book is a challenge, hence school material help received from the school through organizations such as UNHCR lessens the burden (**Participant 9, secondary section**).*

In order to fully understand the rationale of school material support, by organizations such as UNHCR through *selective inclusion approach* were only refugee students receive school material support as stated by Participant 9. Respondent 3 (Education Coordinator of UNHCR) revealed that the organization would offer help to any vulnerable children. However, the primary target of help is refugee students, who in most cases are in large numbers, and to ensure that they (refugees) benefit, they are prioritized in offering school material support in the settlement.

Participants further revealed that they often faced significant barriers in accessing education. Thus, providing school material support helped in alleviating some of the barriers, by ensuring that refugee students do not only have the required resources to participate fully in the educational system, but also ensure that refugee students feel more included in the school organization and reduce possible stigmatization.

Other than provision of school materials, Respondent 4 (Refugee Officer) also revealed that the settlement camp adopted an inclusive strategy implemented in all the 14 schools in the settlement camp, were refugee students are allowed to go to school without uniforms. The aim of this strategy as stated by Respondent 4 is to enhance *inclusion* of refugee students in the host education system.

The Systems Theory asserts that contextual factors as a feature has the potential to influence how inclusive education for refugees can be. For instance, all the inclusion mechanism identified from views obtained from participants of the study are contextual factors. For instance, Non-payment of tuition fees by refugee students; examination and certification of refugee students; and School material support to refugees are inclusion mechanisms arising from policy environments.

Exclusion Mechanisms
<u>Financial Constraints in paying boarding fees</u>

All the participants from the secondary section cited financial constraint in terms of paying the boarding fees as a mechanism that promotes the exclusion of refugee students from the host education system. The participants added that even if refugee students were not required to pay tuition fees at the case secondary school, they (refugee students) were required to pay a termly boarding fee of about 1000 ZMK (Zambian Kwacha). The participants said the boarding fee was a barrier and affected most of the refugee students from accessing the host education system, especially refugee students whose parents or family member could not afford to pay the boarding fees.

On financial constraints, Participant 8 narrates:

*The school should find a way of helping us with boarding fees. I and my twin sister are supposed to be in the same boarding school, but my parents couldn't manage to sponsor both of us with boarding fees, so they decided to send me here and let my sister stay home for the meantime. This is bad, because my sister likes school but circumstances cannot allow her to be in school (**Participant 8, secondary section**).*

In addition, Participant 9 had this to say:

*I owe the school about 4000 ZMK in boarding fees, I do not even know how I will pay off that money, I feel like I have a huge loan to pay as a young person (**Participant 9, secondary section**).*

As the participants above explain, financial constraint is another exclusion mechanism faced by refugee students, especially when it comes to paying boarding fees. Refugees who are cannot manage to pay the boarding fees are *excluded* from the host education system as in the case of Participant 8, twin sister and other refugees who cannot manage to pay boarding fees. Financial constraint is another mechanism that emanates from policy environment which is a contextual factor postulated by the Systems Theory.

Including Exclusion Mechanism

<u>Inadequate Infrastructure</u>

Inadequate infrastructure as a mechanism has both characteristics of *'including exclusion'* and *'exclusion'*. With reference to inadequate infrastructure as an *'including exclusion'* the participants from both primary and secondary section were of the view that they had no library and that the school enrolled more students than the infrastructure could contain, this led to shortage of accommodation, especially for the secondary section which is a boarding school.

On insufficient accommodation for the enrolled student at the secondary school, Participant 10 narrates:

*Accommodation at this school is a sorry sight. Imagine in a big room, they have put bunker beds, with bird spaces each accommodating 2 students, so you find that one big room can accommodate about 48 students, you cannot even have time to study in the night because the room is congested and noisy most of times (**Participant 10, secondary section**).*

Further, Participant 5 adds:

*We also do not have a library at school that we can use for studies, we cannot study from our rooms because they are fully packed with students and there is no library we can use at school. This is really a challenge to us because not only does this affect our academic progress but also access to the education system (**Participant 5, secondary section**).*

Inadequate infrastructure in form of limited accommodation and lack of the library at the boarding section is also contextual factor as stated by the Systems Theory that deprives refugee students from enjoying the privileges of accessing the host education system; this situation can be referred to *'including exclusion'*. On the contrary, inadequate infrastructure as an *exclusion mechanism* as noted from the views obtained from participants, entails that most refugees in the settlement are excluded from accessing the host education, and the reason attributed to, by participant from the secondary section is that the settlement only has one boarding school (secondary school) that is meant to serve a population of over 26,000 refugees in the settlement camp. This means that most refugees in the settlement are denied access to education due to limited infrastructure.

Further, on inadequate infrastructure particularly on 'water, sanitation and hygiene facilities' respondent 2 (head teacher) of the primary section added that the school had 'no running water' and students used pit latrines as toilets, a situation that may not be conducive for students, especially girl child learners. Respondent 2 further narrates:

*The lack of access to clean water and standard sanitation facilities leads to a variety of health-related issues, that include diarrheal diseases, which sometimes cause absenteeism from students and ultimately, poor academic performance by the students. Besides, due to of lack water, proper sanitation and hygiene facilities at the school, girls (refugees and nationals) tend to have menstrual hygiene issues and this leads to girls missing school during their menstrual periods (**Respondent 2, head teacher**).*

Clearly, lack of access to clean water and proper sanitation and hygiene facilities as a mechanism necessitated as a contextual factor has potential to *internally exclude* refugee students from accessing the host education system, especially among the female refugee students.

Lack of mental health and psychosocial support

All the participants from the primary section attributed lack of mental health and psychosocial support from the school as an *'including exclusion mechanism'* that has an influence to promote exclusion of refugee students from the host education system. Refugee students are likely to suffer from mental and stress disorders due to their displacement, which can impact their ability to concentrate and learn in class. Therefore, learning institutions should have mental health and psychosocial support not only for nationals but even for refugee students who are more susceptible to mental and psychological stress.

Generally, psychological and mental stress or disorders have potential to affect refugee student access to education. The case primary section did not have any mental health and psychosocial support for refugee students. Enrolment of refugee students at the case primary section selected was one of the ways of showing *'inclusion'*. However, refugee students were *excluded* from accessing mental health and psychosocial support from the school.

External Factor: Dynamics of Inclusion and Exclusion

The 'third research question' sought to explore how external-factor mechanisms (societal system) affects inclusion and exclusion of refugee students from host education system, the following presents different types of mechanisms identified from the data collected from both refugee students and policy informers.

Inclusion Mechanism
Refugees living with nationals in the same settlement camp

During the interview with Respondent 3 (Education Coordinator), it was revealed that refugees living with the nationals in the same settlement camp can act as an inclusion mechanism in host education system as this provides educational opportunities and promotes social integration between refugees and nationals which reduces cases of discrimination. Refugees living with nationals entails that there would be interaction between refugees and nationals that leads to understanding of each other's culture and possibly build relationships that can lead to greater empathy and acceptance

In addition, Respondent 4 (Refugee Officer) states that having refugees and nationals living in the same settlement provides for opportunities for social interaction through cultural events; sports and community activities. Besides, refugees are also provided with an access to informal learning opportunities outside of the school organization or classroom. Respondent 4 further narrates:

*Some refugees in the settlement camp learn about the native language, culture and traditions from friends and neighbors, which help them to feel more connected and integrated in the community (**Respondent 4, Refugee Officer**).*

Respondent 2 (head teacher), argues that in as much as refugees living with nationals in the same settlement can be regarded as an inclusion mechanism, it does not however, guarantee inclusion in education, as there are other exclusion mechanisms that can affect inclusion of refugees in host education system. It is however, imperative for the settlement to actively work towards addressing barriers and ensure that refugee students feel *included* in the education system.

Refugees living with nationals in the same settlement camp through the lens of Systems Theory entail that refugees are presented with an opportunity to interact and create relationships with nationals (or host community members), which come as a result of organization of formal education for refugees in settlement camps. Views obtained from respondents above shows evidence that organization of formal education for refugees has potential to lead to mechanisms that may perpetuate inclusion and exclusion of refugee students from the host education system.

<u>Scholarships for refugees</u>

During the interview with Respondent 3 (Education Coordinator), it was noted that scholarships specifically meant for refugees can be an effective inclusion mechanism of refugees in the host education system. Refugees face numerous barriers to access education, such as language barriers, limited access to educational resources and lack of financial resources. Scholarships for refugees help in overcoming some of the barriers by providing the financial resources needed for refugees to attend school. Respondent 3 further narrates:

*UNHCR in conjunction with Cavendish University Zambia offers 200 scholarships in different fields every year except for medical related courses. The scholarship is called UNHCR-Cavendish Scholarship. Some of the requirements are that the refugee students should be: between the age range of 18-35, able to communicate in English, in need of financial assistance, study on day mode and have at least a maximum of 5 credits or better at Grade 12 with mathematics, English and Science as a requirement (**Respondent 3, Education Coordinator**).*

Despite scholarship for refugees being an *inclusion mechanism*, it also has characteristics of *exclusion*. The limited number of scholarships offered to refugee students has requirements that have to be met. The few refugee students who compete and meet the requirements are *included* for sponsorship to attain higher education but *excluded* from pursuing medical courses, and many refugee students who fail to meet the requirements are completely *excluded* from accessing higher education.

On scholarships as an inclusion mechanism, and through the lens of the Systems Theory, enhancing inclusive education for refugees through provision of scholarships requires proper communication and coordination. In the context of providing scholarships, effective communication and coordination are salient among various stakeholders, such as scholarship providers, educational institutions, government agencies and especially refugee students who are the beneficiaries. This implies that when it comes to awarding the refugee students with scholarships, clear communication channels should be established in order to exchange information, ensure transparency and align the efforts in providing scholarships that facilitate inclusive education for refugees.

<u>Free education and Re-entry policies</u>

The respondents revealed that Zambia has a free education policy which allows students to attend primary to secondary level of education (Grade 1-12), without paying tuition fees. The re-entry policy

is a policy that supports the re-admission of girls who drop out of school due to pregnancy. The policies above do not discriminate as they apply to refugee students enrolled in schools within the refugee settlement camp. As explained by the respondents above, coverage of refugee students in the free education policy and re-entry policy depicts that the policies supports *inclusion* of refugee students in the host education system.

With reference to features of the Systems Theory, free education and re-entry policies are contextual factors that influence inclusive education for refugees. Thus, reviewing contextual policies gives the researcher insights on how inclusive education policies are towards refugees in the host countries.

Exclusion Mechanisms
Study Permit Requirements as a Legal Caveat

Participants of the study highlighted that study permit requirements to enroll in higher education may act as an exclusion mechanism and restricted movements may equally act as an excluding inclusion mechanism that perpetuate exclusion of refugee students from the host education system. Initially, when refugees complete secondary education in Zambia for them to proceed to higher education, they have to apply for a study permit which is expensive for most refugee students, as Participant 6, narrates:

Study permit is a huge hindrance for us refugees to proceed to higher education. However, there are few scholarships for refugees offered by organizations like Caritas Zambia and UNHCR. These scholarships are few and have set requirements that not every school lever refugee can have (Participant 6, secondary section).

The participants above raise serious external factors that affect their access to education. Making refugee students apply for a study permit re-enters a distinction between inclusion and exclusion. Refugees with the financial muscle to apply for a study permit are included in higher education and those who cannot manage are excluded from the education system. The only way out of a refugee student attending higher education is by either obtaining a study permit which is costly for the vulnerable refugees or winning a scholarship that comes with its own set of requirements.

Excluding Inclusion Mechanisms
According to the Systems Theory 'excluding inclusion' refers to the idea that social systems maintain their boundaries and coherence by selectively including and excluding the elements from their environment. Contextualizing, 'excluding inclusion' to the current study connotes a situation where refugee students are technically included in the education system and have access to privileges and opportunities but face social exclusion due to ethnic or cultural differences.

Refugees Restricted Movement as a Legal Caveat

On restricted movement of refugees, all the participants agreed and said that for them (refugee students) to leave the settlement camp, they have to obtain a 'pass' or 'permit' failure to which they risked been arrested by the immigration or police officers. Participant 7 had this to say:

Last year, I was arrested by the police when I sneaked out of the settlement camp to go and watch the debate contest at a school outside the settlement. I had to spend a night in the police cells, not until my family came to my rescue. Our restricted freedom of movement works to our disadvantage, it is like we are condemned to spend our lives in the settlement (Participant 7, secondary section).

In addition to restricted movement, Participant 4 also explains:

*we are not allowed to leave the settlement without a 'pass', so even if you stay near a school that is outside the settlement, the government says we are free to attend any school, but then we cannot manage to get a pass every day to go to a school that is outside the settlement camp (**Participant 4, primary section**).*

A clear case of *'excluding inclusion'* is a situation where the Government of Zambia allows refugee students to be able to access any school in the country and yet for refugees to leave the settlement camp they have to get a 'pass' or 'permit'. If they leave the settlement camp without the 'pass' then they risk been arrested. This poses a challenge for refugee students to access schools that are outside the premises of the settlement camp.

Examining legal caveats related to study permit requirements for refugees and restricted movement through the lens of the Systems Theory is necessitated by the feature of the Systems Theory known as 'Structural Coupling', which implies investigating dynamic relationship between the education system and the legal framework. As revealed by findings of the current study, the exclusion of refugees from the host education system usually happens when refugees want to access higher education (study permit requirements as a barrier) and when refugees want to access schools outside the settlement camp (restricted freedom of movement as a barrier).

Self-exclusion Mechanism
According to the Systems Theory, self-exclusion implies the process by which individuals or groups voluntarily or involuntarily withdraw themselves from participating in a specific social system or subsystem. In context of the current study, self-exclusion of refugee students connotes to the phenomenon where refugee students voluntarily withdraw from the education system due to various factors.

<u>Refugee conscious decision to shun the host education</u>

During the interview, Respondent 3 (Education Coordinator) revealed that some refugees in the settlement camp consciously decided to forgo the host educational opportunities for fear of missing out on greener pasture opportunities. Some refugees from the settlement are resettled in third countries (developed countries such as Sweden, Germany and Norway). As part of the selection criteria, preference is given to refugee students who are not engaged in the host education system. Thus, some of the refugees in the settlement deliberately shun *(self-exclude)* enrolling in the host education system for fear of missing out on greener pasture opportunities.

Document Analysis: Dynamics of Inclusion and Exclusion

Document review in the current study was necessitated by both the 'theoretical' and 'empirical findings' standpoint. With reference to the theoretical standpoint, document review was done to further the investigation and understanding of the 'structural coupling' of the education system and the legal framework as proposed by the Systems Theory. This was done through document review of two pieces of legislation that include: 'Zambia Refugees Act No.1 of 2017' and 'Zambia Immigration and Deportation Act of 2010'.

Further, document review from the empirical findings standpoint was done in order to triangulate views of refugee students and policy informers, particularly on legal caveat pertaining study permit requirements for refugees and restricted freedom of movement as the mechanisms that perpetuate exclusion of refugees from the education system.

      (i)   Zambia Refugees Act No.1 of 2017

Zambia refugee Act No.1 of 2017' is a piece of registration that governs the protection, management, and rights of refugees and asylum seekers in Zambia. Initially, the Act was enacted on 10th March 2017 and replaced the previous Refugees (Control) Act of 1970. The main objective of the act is to ensure that displaced people such as refugees and asylum seekers in Zambia are protected from discrimination, persecution and other forms of human rights violation.

According to the 'employment and study permits' of the 'Zambia Refugees Act No.1 of 2017' Cap 41 and Sub-Section (3) and (2):

(3) 'A recognised refugee or a dependent of a recognised refugee may undertake studies in any primary school and shall not require a study permit to undertake such studies' (page 27).

(2) 'A recognised refugee who is issued with a work permit or study permit under subsection (1) may engage in gainful employment or undertake studies at an educational institution or higher education institution and shall, in respect of the employment or education, be treated in the same way as nationals of a foreign country in the same circumstances' (page 27).

The Refugees Act No.1 of 2017', 'employment and study permits' 41(3) supports the *inclusion* of recognized or dependent of a recognized refugee to be enrolled in any primary school without a study permit. However, the Refugees Act No.1 of 2017', 'employment and study permits' 4(2) only supports *inclusion* of recognized refugees in higher education with a study permits and *exclude* those recognized refugees without a study permit.

      (ii)   Zambia Immigration and Deportation Act, 2010

The Zambia Immigration and Deportation Act of 2010 in Zambia is a piece of legislation that regulates immigration into the country, manage and control the movement of immigrants and provide for deportation in certain circumstances.

According to 'Study Permits' Cap 26(1) and Asylum Seekers Permit 31(4) of 'Zambia Immigration and Deportation Act, 2010':
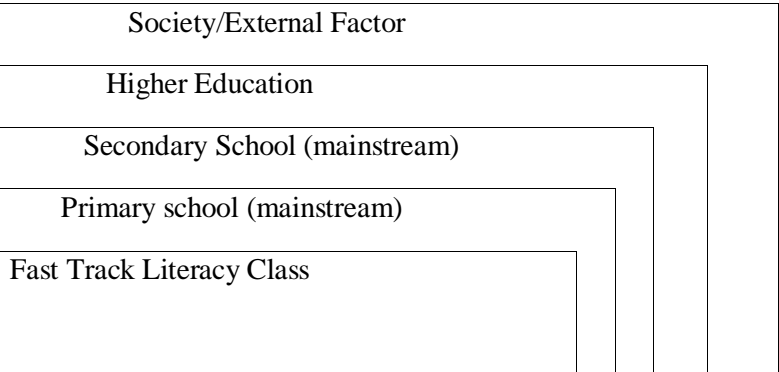
26. (1) A person who intends to study in Zambia, on a full Study time basis, at an educational institution shall apply for a study permit in the prescribed manner, while outside Zambia and shall remain outside Zambia until the study permit has been issued, except where the applicant has been ordinarily resident in Zambia or is a refugee at the time of the application (page 191)

31(4) Any refugee found in any place other than a refugee settlement without a valid pass or permit commits an offence (page 195).

Cap 26(1) above sets the same requirement for immigrants and refugees in terms of obtaining a study permit as a pre-requisite to enroll in higher education. This pose a challenge to refugees as they are vulnerable due to the fact that they are compelled (forced) to seek asylum in Zambia, unlike immigrants who voluntarily decides to leave their country of origin for various purposes and can return home if they wish. Further, Cap 41(3) of the refugees Act No.1 2017 allows recognized refugees to enroll in any primary school in Zambia. However, Cap 31(4) of the Immigration and Deportation Act, 2010 restricts movement of refugees outside the settlement, unless if a pass or permit has been issued, this has potential to promote *exclusion* of refugees accessing primary schools outside the settlement camp.

Matrix of System

Figure 1.4 depicts a 'matrix of system' depicting education progression of refugee student in the host education system (refugee settlement camp in Zambia).

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Society/External Factor
    Higher Education
    Secondary School (mainstream)
    Primary school (mainstream)
Fast Track Literacy Class
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The school organization re-enters distinction between inclusion and exclusion. Newly arrived refugee students are either excluded from primary school mainstream classes or included in Fast Track Literacy Class (vice versa).

Refugee students included in the mainstream class of primary school face mechanisms at classroom and school level that either promotes inclusion (such as free education policy) or exclusion (such as inadequate infrastructure).

Refugee students who proceed to the mainstream class of secondary school continue facing mechanisms at classroom, school and external-factor level that either promotes inclusion (such as free education policy) or exclusion (such as inadequate infrastructure).

Refugee students from secondary school to cross the boundary (limit) to higher education are faced with serious legal caveats (study permit requirement) that exclude most of them from accessing higher education or the few who cross the boundary to higher education obtain limited scholarship or meet the study permit requirements.

A system of matrix above is a matrix-like framework derived from the Systems Theory as a useful tool for analysis. It is simply one way to visualize and organize the different subsystems within a social system. It provides a framework for understanding the relationships, interactions and interdependence of subsystems. Utilization of the systems of matrix to current study depicted that refugee education in Zambia is pyramidal, implying that there is a good number of refugees enrolled in primary and secondary education due to favorable policies such as the 'free education policy'. However, the number of refugees progressing to higher education reduces drastically due to study permit requirements and restricted freedom of movement that acts as major exclusion mechanisms.

Results (5) Recap

This chapter presents the findings of the study. All the findings presented were obtained and thematically analyzed from policy informers (Class teacher; Head teacher; Refugee Officer and Education Coordinator for UNHCR) as well as refugee students drawn from both primary and secondary section from an organized settlement camp. This section was divided into five (5) parts, these include: dynamics of inclusion and exclusion at classroom as a subsystem; school as a subsystem; external-factor level (societal system) and document analysis of the 'Zambia Refugees Act No.1 of 2017' and 'Zambia Immigration and Deportation Act, 2010'. The chapter ends with the matrix of systems depicting education progression of refugee students in the host education system.

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6. DISCUSSION AND CONCLUSION

Introduction

The current study adopted a holistic perspective and focused on investigating inclusive education for refugees in organized settlement camp by exploring the dynamics of inclusion and exclusion of refugee students from the host education system. The study used the Systems Theory, so as to specifically focus on the education system and societal system (external factor). Two subsystems where considered from the education system, these include: classroom and school organization.

Classroom as the Subsystem of the Education System

The classroom as the subsystem depicts inclusion mechanisms that include: classroom interactions and practices (good peer interactions and student-teacher interactions); minimal cases of discrimination and cultural exchange practices in the classroom. On the other hand, the exclusion mechanism of refugee students from the classroom, include: language barrier and challenges in use of inclusive teaching methods in classroom by the teacher.

To begin with, analyzing classroom interactions and practices of the current study through the lens of the Luhmann (1997) Systems Theory enhanced my understanding of the significance of classroom interactions and practices in inclusion of refugee students in the host education system. The current study depicts that good classroom interactions and practices, especially through refugee students having good peer interactions leads to the formation of what is known as *'Networks'* in the Systems Theory. According to Luhmann (2002) networks refers to the interconnected relationships between individuals, social groups, organizations or systems. Access to these groups (network) is not based on formal requirements, but rather on 'personal knowledge and trust' of the members.

Good classroom interactions and practices as a contribution of the current study to what is already known, is a major inclusion mechanism that influences the inclusion of refugee students in the education system. Prior studies reviewed in the current study revealed that classrooms are the most effective ways of combating discriminatory practices and attitudes. Most of these studies, especially those investigating inclusive education at classroom level recommends for a holistic perspective, that considers not only the classroom, but also school organization and other subsystems of the education system when investigating inclusive education for refugees, among other studies include (Veck et al., 2021; Cin and Doğan, 2020; Dijkshoorn, 2016).

In addition to views of other studies stated above, UNHCR (2022) posits that classroom interactions for refugees play a significant role, especially in the inclusion and exclusion of refugees from the host education system. For instance, refugee students who are already experiencing significant challenges in adapting to the new education system, interactions in class can either help them (refugees) feel welcome and included to their sense of isolation and exclusion.

Furthermore, and with reference to the current study, the 'networks' formed through good interactions in classroom among refugee students and nationals creates an independent criteria for inclusion that keeps refugee students within the education system. For instance, the current study reveals that regardless of challenges faced by refugee students such as language barriers, they (refugees) continued going to schools because of the networks formed through interactions with peers. It can therefore be deduced that classroom interactions and practices are essential for the successful inclusion of refugees in the education system.

Good classroom interactions and practices among refugee students and nationals as an inclusion mechanism is not only relevant and useful to refugee students whose formal education is organized in

settlement camps, but also to refugees hosted in developed countries and subjected to an organization of formal education where they (refugees) can enroll in any school in the country and are supported in different ways. The relevance of good classroom interactions and practices was also observed in a study conducted by Culha and Yilmaz (2023), who was of the view that good classroom interactions fosters a sense of belonging, support language development, promote cultural exchange and understanding, and build peer relationships.

With reference to translating classroom interactions into practice, schools hosting refugee students should strive to enhance good classroom interactions by promoting cultural awareness and understanding, where students are encouraged to share their cultural traditions, beliefs, and experiences; facilitating peer connections by creating opportunities for refugee students and nationals to work together on group projects or assignments; and establishing clear expectations by setting clear guidelines for respectful and inclusive behavior in the classroom. Above are some of the measures that can be instituted to enhance classroom interactions in class. In line with the above stated, Culha and Yilmaz (2023) adds that enhancing good classroom interactions among refugees and nationals help to counteract stereotypes and prejudices such as racist remarks against refugee students or racism generally.

Notably, racism and discrimination are some of the exclusion mechanism that perpetuates exclusion of refugees from the host education system. Some studies reviewed in the current study, especially those studies conducted in developed countries (such as United Kingdom; Australia and United States of America) where refugees are enrolled in existing schools within any part of the country, shows discrimination and racism as the most common exclusion mechanisms affecting refugee students at classroom, school and community level. Some of these studies include (Kayaalp 2021; Sidhu, Taylor and Christie 2011; Hek, 2005; Hamilton and Moore 2004).

In response to eliminating discrimination and racism at classroom level, there is need to foster good classroom interactions among refugee students and nationals in the classroom that will lead to formation of 'networks'. Networks create independent inclusion criteria with potential to counteract to other exclusion mechanisms and foster the inclusion of refugees in the host education system. The significance of networks formed through good interactions of refugee students and nationals is useful and relevant to different contexts, beyond Zambia, and includes northern and western societies hosting refugees.

Furthermore, insights from the Systems theory where also used to understand how language barriers can contribute to exclusion within the educational contexts. According to Luhmann (1997) Systems Theory, communication plays a central role in social systems, including education. Language serves as a medium through which knowledge, information, and understanding are shared within the social systems. Language allows individuals to participate in social interactions, exchange ideas and access the necessary educational resources (Luhmann, 2002). When language barrier exists, it can create significant challenges for individuals as depicted by findings of prior studies by (Dryden-Peterson, 2017; Hilt, 2016; Popov and Erick, 2015; and Mendenhall et al., 2015), that pointed out to language barrier as a challenge that has potential to exclude refugee students from the host education system

As a contribution to what is already known about 'language barrier', and through the lens of Luhmanns (1997) Systems Theory, the current study adds that language barrier can be both a major 'including exclusion' and 'exclusion' mechanism with potential to affect all forms of refugee education, irrespective of how the formal education for refugees is organized in both developed and developing countries. Language barrier as an 'including exclusion mechanism' connotes a situation where refugee students are enrolled in the host education system but they (refugees) cannot fully enjoy the privileges of inclusion due to language barriers. For instance, inclusion of refugees with limited

proficiency in mainstream classrooms would not only affect the ability of refugee students to interact with their fellow peers, but may also pose challenges to refugees comprehending lessons taught in class, thereby leading to poor academic performance.

The findings of the current study on language barrier as an 'exclusion mechanism' was consistent with findings of the study by Mendenhall et al., (2015) conducted in Kakuma refugee settlement camp in Kenya. This finding entails that refugee students enrolled in lower primary schools where completely excluded from 'special language classes' meant to teach the 'native language of instruction' used in lower primary school. Unlike at upper primary school where the 'Fast Track Literacy Classes' mainly focus on teaching refugee students the 'English Language'.

Nevertheless, the findings of the current study on language barrier as an 'exclusion' and 'including exclusion' mechanisms are not only useful and relevant to the selected (Meheba) refugee settlement camp, but also to other countries hosting refugees whether developed or developing (northern and western societies). The relevance of the findings of the current study is that to counter language barrier as an 'including exclusion mechanism' the school organization should establish a responsive and standard allocation criteria of refugee students to mainstream classes or literacy classes. This is important because allocation of refugee students with limited proficiency in the language of instruction of the school would often time result in refugee students facing other challenges that may potentially lead to exclusion from the education system. On the other hand, to counter language barrier as an 'exclusion mechanism', language classes meant to teach refugees should not only focus on English language but also on native language of the host country, especially if the 'native language' is used as a language of instruction in schools of host countries.

Moreover, there has been a debate from different scholars on whether refugee students should be provided with 'special language classes' meant to teach refugees language or simply including them (refugees) in the mainstream classes. Hilt (2016) argues that provision of 'special language classes' for refugee students only, is a form of exclusion from the mainstream classes that may impede refugee students social interactions with nationals. In as much as providing 'special language classes' may be seen as a form of exclusion, it's still stand a suitable way of refugee students been helped with language learning. Besides, inclusion of refugees in the mainstream classes does not always guarantee social interaction as revealed in the study conducted in Sweden by Popov and Erick (2015) were the 6 refugee students interviewed expressed feelings of being in a 'social vacuum' due to limited possibilities of interacting with Swedish people in class and within the school organization.

Further, inclusion of refugee students into mainstream classes is good, especially for refugee students who have attained proficiency in the language of instruction used in the school organization. In the current study, the teacher interviewed revealed that it was difficult for her to teach refugee students who had minimal or no proficiency in the language of instruction. This poses a challenge in use of inclusive methods of teaching as revealed by the class teacher. UNHCR (2022) posits that a teacher is expected to use materials and examples that reflect students experiences and culture and adjusting teaching styles to accommodate students coming from different culture and backgrounds. According to studies conducted by (Le 2021; McIntyre and Abrahams 2020; Taylor and Sidhu 2012) to ensure quality education for refugees teachers handling refugee students need to be re-trained and subjected to continuing professional development aimed at developing their (teachers) knowledge and skillset of handling refugee students.

In consistent with findings of prior studies, the current study also reveals that teacher inability to use inclusive styles of teaching methods as a result of inadequate pedagogical training by teachers to handle refugees in classrooms is a mechanism that has potential to exclude refugee students from the host education system. This implies that in most cases teachers handling refugee students needs to be

re-trained and subjected to continuing professional development activities that can further develop their (teachers) knowledge and skillset to handle refugee students in classroom. This finding is useful and relevant not only to the Zambian context but also to countries in the northern and western societies. The finding above is highly relevant as it reveals that teachers play a crucial role especially in providing inclusive education for refugees. Thus, by creating a welcoming and supportive environment, teachers may help refugees integrate into the education system and overcome the challenges refugee students may face.

School Organization as the Subsystem of the Education System

The school organization as a subsystem of the education system depicts inclusion mechanisms that include: non-payment of tuition fees by refugee students enrolled in primary and secondary education; examination and certification of refugee students as nationals as well as providing school material support to refugees enrolled in the schools within the settlement camp. Contrariwise, the exclusion mechanisms identified include financial constraints by refugee students to pay for the boarding fees. The other mechanisms with characteristics of both 'exclusion' and 'including exclusion' mechanisms include: inadequate infrastructure for refugees in the settlement camp and lack of adequate mental health and psychosocial support.

Analyzing mechanisms that perpetuates inclusion and exclusion of refugees from the education system by focusing on the school organization, and through the lens of Luhmann (1997) Systems Theory, depicts that all the mechanisms identified at 'school organization level' are as a result of contextual factors. The mechanisms identified have potential to either promote inclusion or exclusion of refugee students from the host education system. Contextualizing the influence of contextual factors to the current study entails that the mechanisms identified may arise due to the adopted policies and strategies by the school organization or country as a whole as well as those mechanisms arising due to infrastructure serving the educational needs of refugees.

Provision of necessary material support and having favorable policies, as inclusion mechanisms enhances the inclusion of refugees in the host education system (UNHCR, 2022). Findings of the current study reveals that that refugees enrolled in schools within the settlement camp are supported with school materials (such as books, school bags, mathematical sets, and pens) by organizations such as UNHCR through *selective inclusion* (offering material support to refugee students only).

In addition to the above, even though Luhmann (1997) System Theory does not explicitly prescribe specific strategies for addressing the 'selective inclusion' phenomenon. Luhmanns (1995) focus on the self-referential nature of social systems provides insights into understanding the dynamics of 'selective inclusion'. In the context of education, selective inclusion may occur when certain students are provided with better resources, support, and educational opportunities based on factors such as the socioeconomic status, cultural background and academic performance. In as much as 'selective inclusion' can create disparities and perpetuate inequality within the education system, it is a tool that is useful in targeting refugee students as beneficiaries of material support in settlement camps.

The significance of the application of 'selective inclusion' to target helping refugees with resources may fit in all forms of formal education refugees are subjected to. Schools and other organization should aim at providing resources to refugees through selective inclusion as a way of enhancing the inclusion of refugee students. It is however, essential to approach selective inclusion in a manner that aligns with principles of justice, fairness and human rights (UNHCR, 2022). By focusing on addressing specific needs and vulnerabilities of refugee students, empowering their agency and promoting long term integration, selective inclusion can be utilized to provide the necessary resources and support to refugees in a manner that promotes their (refugees) well-being and enhances their opportunities for a better future.

Advancing further, and with reference to policies, prior studies conducted in developed countries such as Australia and United Kingdom by (Enakshi-Sengupta and Blessinger 2018; Sidhu, Taylor and Christie 2011; Arnot and Pinson 2005; Dobson, Agrusti and Printo 2019) argue that most countries lack specific policies for refugees. Most studies assume that having specific policies for refugees is a responsive way in helping the refugees in terms of inclusion in the host education system. Similarly, findings of the current study revealed that issues pertaining inclusion of refugees in the host education system are conflated with policies for nationals. For instance, refugee students in Zambia enjoy the free education policy and re-entry policy. With the free education policy, refugees are not required to pay tuition fees just like the nationals. On the other hand refugee students also enjoy the re-entry policy were female refugees who get pregnant while in school are re-admitted after childbirth. Even if the free-education policy is not a 'specific policy for refugees' in Zambia it has proved to be one of the major inclusion mechanisms of refugees in the host education system, especially at primary and secondary level of education.

In as much as 'free education policy and re-entry policy' are contextual factors as postulated by the Luhmann (1997) Systems Theory. The significance of the findings of the current study is that it demonstrates that a policy does not have to be specifically tailored for refugees to be responsive to the needs of refugees. Thus, as a further contribution to what is already known on favorable polices for refugees, is that 'free education policies' are a major inclusion mechanism that promotes the inclusion of refugee students in the host education system. Therefore, effectiveness of the free education policies in inclusion of refugee students in the host education system is useful and relevant to both developing and developed countries hosting refugees. This implies that all the countries hosting refugees should strive to ensure that they introduce 'free education policies' so that more refugees can have access and participate in the host education system.

In support of the above, findings of the study conducted by Dobson et al., (2019) reveals that it is imperative to note that while a 'free education policy' may be a valuable tool towards inclusive education for refugees, additional support mechanisms may also be needed. These may include: language support; cultural orientation activities or programmes; and tailored educational approaches with potential to address the specific needs and challenges faced by refugee students. Through implementing of 'free education policy' and complementing it with other comprehensive support measures, societies may create an inclusive and equitable education system that promotes the successful integration and educational development of refugee students.

Further, the current study also notes that refugee students enrolled in schools within the refugee's settlement camp are examined and certified just like nationals as per recommendation by the UNHCR (2022) Global Education Strategy. This finding conforms to the findings of the study conducted in Kakuma Refugee Settlement Camp in Kenya by Mendenhall et al., (2015). According to McLaugghlin and Kersh (2017) examination and certification of refugees in the host country is a powerful inclusion mechanism as it serves as means of empowering the refugees in host education system and promoting their self-esteem and sense of belonging to the schools.

As another significant contribution of the current study, refugees hosted in different countries, should be examined and certified just like nationals. Certification and examination is another Systems Theory recognized contextual factor affecting the inclusion of refugee students in the host education. Certification and examination of refugees is important as it can serve as an inclusion mechanism for refugees in the education system, by recognizing their (refugees) educational achievements, facilitating their (refugees) integration and providing refugees with equal opportunities. Translating certification and examination of refugees into practice may involve recognition of prior learning. Many refugees in host countries have acquired knowledge, skillset, and educational qualification in their home countries or during their displacement. Certification processes can assess and recognize

refugees prior learning, thereby, allowing refugees to receive credit for their achievement and possibly continue their education from an appropriate starting point.

Additionally, another way through which certification and examination of refugees as the finding may translate into practice is through the integration of refugees into mainstream education. This implies that refugees should undergo the same assessment procedures as their host country peers, and by so doing, refugees are provided with equal opportunities to showcase their (refugees) abilities and progress academically. This kind of integration according to the study conducted by Drydern-Peterson (2017) may promote social cohesion and possibly foster a sense of belonging within the education system.

On the contrary, the current study equally identified exclusion mechanisms of refugees from the host education system. It was noted in the current study that in as much as refugee student were exempted from paying tuition fees, they were required to pay boarding fees especially for those (refugee students) enrolled in boarding schools within the refugee settlement camp. Payment of boarding fees out rightly excludes refugees in the settlement camp who cannot afford to pay. It is well-known fact that most refugees are vulnerable, thus making them pay boarding fees acts as erecting a barrier that eventually prevents them (refugees) from accessing the host education system.

As a contribution of the current study to scholarship on refugee education, it was earlier noted that free education policy perpetuates the inclusion of refugees in the host education system as also noted by studies conducted by (Agrusti and Printo 2019; Enakshi-Sengupta and Blessinger 2018; Drydern-Peterson 2017; Dobson,). On the other hand, payment of boarding fees by refugees enrolled in boarding schools promotes the exclusion of refugee students who may not manage to pay the boarding fees. The findings of the current study above is not only useful and significant to refugees accessing and participating in formal education organized in settlement camps, but also refugees hosted in developed countries (northern and western societies).

Additionally, and as significance to foster inclusive education for refugees, it is always cardinal to address and eliminate exclusionary practices such as the requirement for refugees to pay boarding fees in boarding schools. Policies and practices adopted in a country hosting refugees should aim at providing equal access to education, irrespective of a student's refugee status or financial background. Thus, countries hosting refugees should focus on creating supportive environments, by offering financial assistance, scholarships and promoting inclusive education policies that support the full participation and integration of refugee students into the host education system.

Moreover, other notable, exclusion mechanism identified in the current study is inadequate infrastructure and school materials which fall under contextual factors according to Systems Theory. Findings of the current study reviewed that the schools in the refugee settlement camps have few desks to accommodate all the students; minimal or no use of digital tools; no school library; lack of access to clean water, proper sanitation and hygiene facilities as well as limited accommodation for students enrolled in the boarding school. Besides that, shortage of teachers; lack of adequate mental health and psychosocial support in schools are also part of the exclusion mechanism identified.

Findings of the current study on inadequate infrastructure and school materials are consistent with the findings of the study conducted by Dryden-Peterson et al., (2019) who further asserts that when schools lack sufficient infrastructure and school materials it becomes challenging to provide an inclusive, safe and supportive environment for all the students. Inadequate infrastructure and school materials is mechanism arising contextually, and in order to counter the effects of inadequate infrastructure and school materials as an exclusion mechanism of refugees from the host education system. Countries hosting refugee students, especially developing countries should advocate for resources. Teachers, administrators and the community members may advocate for increased funding

and resources specifically allocated to support inclusive education for refugees. This can be achieved by engaging with local education authorities, Non-Governmental Organizations (NGO's) and other advocacy groups to raise awareness about the needs of refugee students and the significance of providing adequate infrastructure and materials.

Generally, and as a contribution to scholarship on refugee education, all the mechanisms identified under inadequate infrastructure and school materials above, do not only internally exclude students already enrolled in schools, but also excludes refugee students intending to access the host education system. The above exclusion mechanism identified affects quality education and inclusion of refugees in the host education system may translate to inclusion in the education system that is compromised in terms of quality.

In addition to the above, UNHCR (2022) argues that giving refugees access to the same schools as nationals is important but it does not automatically translate into inclusion. But inclusion according to UNHCR (2022) should cover sufficient and reliable financing of refugee's education, administration (including assessments and data systems); adequate teachers, teaching quality and quality assurance; infrastructure such as fully equipped classrooms; sanitation and hygiene facilities; relevant and adequate learning materials; access to certification and examination and closing the digital divide. Inclusion may also require additional support for student transition, such as language learning, or mental health and psychosocial support.

With reference to what inclusion should cover as proposed by UNHCR (2022), my argument is that, the benchmarks may apply for refugees hosted in developed countries (Global North) and it may not apply for refugees hosted in developing countries such as Zambia. If inclusion is to be determined by the benchmarks of inclusion set by UNHCR (2022), then based on the findings of the current study, it can safely be concluded that refugees are not 'included' in the host education system, because the one and only benchmark attained is 'certification and examination' out of all the benchmarks set. On the contrary, determining 'inclusive education for refugees', using Luhmann (1997) Systems Theory by exploring the dynamics of inclusion and exclusion of refugees from the host education system, as adopted by the current study revealed that to some extent refugees were 'included' in the host education system.

The observation in the current study on what constitute 'inclusion' of refugees in the host education system is useful and highly relevant to global actors on refugee education, and has potential to influence international strategies and policies on refugee education, especially on the aspect of defining what constitutes 'inclusion' of refugees in the host education system from both the developed and developing countries perspective. Normalizing the definitions of what constitutes 'inclusion' of refugees in the host education system of both developing and developed countries may help in investigating how inclusive education for refugees is especially in developing countries.

Influence of the Societal System on Inclusion and Exclusion of Refugees in the Host Education System

External factors (or influence of the societal system) shows inclusion mechanisms that range from: refugees living with nationals in the same settlement camp; provision of scholarships to refugees by organizations (such as UNHCR) to attend higher education; and coverage of refugees in the free education and re-entry policies. Further, legal caveats related to 'study permits' requirements for refugees and restricted freedom of movement are the major 'exclusion' and 'excluding inclusion' mechanisms identified respectively. Besides, a novel mechanism that emerged in the current study

especially when determining inclusive education for refugees is 'self-exclusion' of refugee from the host education system.

With reference to the current study, provision of scholarships was identified as the 'inclusion mechanism'. Refugee students who complete secondary education in Zambia and intend to proceed to higher education are provided with a limited number of scholarships by organizations such as UNHCR and Caritas Zambia. According to UNHCR (2022) refugees face significant financial challenges in accessing higher education, including lack of prior education and qualification as well as limited access to financial resources. Therefore, providing scholarships may help to address challenges by providing financial support for tuition and living expenses.

Extending the understanding of provision of scholarships to refugees as an inclusion mechanism, through the lens of Luhmann (1997) Systems Theory, entails that in order to enhance inclusiveness in provision of scholarships, there is need for effective communication and proper coordination. Inclusive scholarship programmes may benefit from the effective communication between various stakeholders that includes the refugee students themselves; educational institutions; scholarship providers and refugee support organization. Further, transparent and open channels of communication may foster collaboration, understanding and the exchange of valuable information in order to enhance the effectiveness of the scholarship programme.

Additionally, and drawing insights from the Luhmann (1997) Systems Theory feature of autopoiesis and self-reference of systems in understanding scholarship for refugees. The Systems Theory stresses that social systems are self-referential and self-maintaining. Therefore, in the provision of scholarship programmes for refugees, it is salient to establish a scholarship programme that can sustain itself and easily adapt to the needs of refugees students over time.

Prior studies conducted by (Le 2021; Losoncz 2018; Taylor and Sidhu 2012) have established the importance of extending financial resources or scholarships to refugees as way of enhancing inclusion of refugees in the host education system. As an extension to prior studies conducted, the contribution of the current study, particularly on scholarships for refugees as an inclusion mechanism through the Systems Theory, is useful and relevant to all the developed and developing countries hosting refugees. In stressing the importance of scholarships, insights from the Systems Theory asserts that countries or organization that intends to provide scholarships for refugees should establish effective communication and proper coordination of the scholarship programme. This will enhance inclusion as the refugee students will be provided with information to help and guide them (refugees) apply for the scholarships. Besides, other insights drawn from the Luhmann (1997) Systems Theory also posit that scholarship programmes for refugees are supposed to be sustainable. Thus, translation of scholarships for refugee students as an inclusion mechanism into practice, may involve designing scholarship programmes with clear objectives, eligibility criteria, and evaluation mechanisms that may help create self-referential systems that continuously improve and help with addressing the evolving needs of refugee students.

Furthermore, and through the lens of the Systems Theory, the legal caveats related to study permit requirements for refugees and restricted freedom of movement identified in the current study fall under the Systems Theory feature known as 'structural coupling'. According to Luhmann and Schorr (2006) structural coupling is the dynamic relationship and interdependence between different social systems, for instance the education system and the legal framework of the host country for refugees. Analyzing the legal framework in Zambia in relation to the education system through a Systems Theory perspective, revealed that legal caveats related to study permit requirements and restricted freedom of movement perpetuates *exclusion* of refugees from the host education system.

In elaboration, legal caveats are the major exclusion mechanism of refugee students from accessing higher education in Zambia. The first legal caveat relates to the study permit requirements by refugees to enroll in higher education. This poses a huge challenge for refugees to access the host education system as most of them are vulnerable and cannot meet the cost of a 'study permit'. Thus, there are only two ways through which a refugee can attain higher education in Zambia. It's either a refugee meets the expensive costs of a study permit, which is not common due to vulnerability of refugees or a refugee student obtaining a scholarship which comes with its own set of requirement. This makes refugee education pyramidal and hierarchical in nature, with a good number of refugee students enrolled at primary and secondary level of education and only a small group of refugee students accessing and participating in higher education due to legal caveats.

Furthermore, the other major *'excluding inclusion mechanism'* which is also a *legal caveat* is *restricting the freedom of movement of refugee*s hosted in the settlement camp. This implies that for refugees to leave the settlement they need to obtain the 'pass' or 'permit'. In support of the above, document review of the current study confirmed that 'Zambia Refugees Act No.1 of 2017', allows for recognized refugees to undertake primary education in Zambia without a study permit. However, the 'Zambia Immigration and Deportation Act, 2010, states that any refugee found in any place other than the refugee settlement without a valid pass commits an offence. This means that refugees staying near a school outside the settlement are excluded from accessing education due to restricted freedom of movement.

The contribution of the current study, on 'legal caveats' as some of the major exclusion mechanism of refugees in the education system is important to both developing and developed countries hosting refugees. Through the lens of Luhmann (1997) Systems Theory, legal caveats are 'contextual factors' that influence the exclusion of refugees from the host education system. In support of the above, the study by Arnot and Pinson (2005) posits that inclusion of refugees in the host education system may be affected by the laws and policies of the country. Therefore, the significance of identifying 'legal caveats' as an exclusion mechanism is to help organizations and countries to review and address legal barriers thereby promoting inclusive education for refugees. UNHCR (2022) adds that legal caveats promoting exclusion of refugees from the education system are contrary to international human rights standards, including the right to education. In order to translate addressing legal caveats as an exclusion mechanism into practice, there is need to advocate for policy reforms, raising awareness about rights of refugees to education, and supporting the initiatives that prioritize inclusion of refugee children in the host education system. Further, collaboration among governments and Non-Governmental Organizations (NGO's) may also be crucial in addressing legal caveats and working towards creating a more inclusive education system for refugees.

Finally, the new understanding that emerged from the results of the findings, was that some refugee students in the settlement camp 'self-excluded' themselves from engaging in the host education system. Self-exclusion is necessitated by the fear of refugees losing opportunities of resettlement in the developed countries such as Sweden, Germany and Norway. This is so because, during the resettlement of refugees to other countries, preference is given to those refugees who are not engaged in the host education system. UNHCR (2022) asserts that self-exclusion of refugees from the host education system can have significant long term consequences as education is crucial for their (refugees) future success and integration into their new communities. Governments and other stakeholders should therefore work towards addressing the barriers that lead to self-exclusion and promote inclusive education systems that support education for all the refugees in the host countries.

Self-exclusion of refugees from the host education system is an exclusion mechanism identified in the current study that may be useful and relevant to consider when investigating inclusive education for refugees. Consideration of self-exclusion as a finding of the current study, where refugees consciously

decide to avoid participating in the education system for various reasons, is significant and applicable to both developing and developed countries hosting refugees. Addressing self-exclusion among refugee students in countries hosting refugees requires a comprehensive and holistic approach that mainly focuses on addressing the underlying barriers refugees face. Additionally, UNHCR (2022) posits that addressing the barriers that lead to self-exclusion, educational institutions and support networks may help creating an environment that encourages refugee students to engage and thrive within the host education system.

Discussion and Conclusion (6) Recap

This section presents the discussion and conclusion. The section is arranged according to the major three themes guided by the Systems Theory and responding to the three (3) research questions. These include: classroom as the subsystem of the education system; school organization as the subsystem of education system and the influence of the societal system (external factors) on the inclusion and exclusion of refugees from the host education system. The new understanding that came out from the results of the findings was 'self-exclusion mechanism' of refugees from participating in the host education system. Thus, when examining inclusive education for refugees, it is equally important to account for the factors leading to self-exclusion of refugees. In the current study it is also noted that legal caveats relating to 'study permit requirements for refugees' and 'restricted freedom of movement' are the major barriers affecting refugees to access higher education.

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7. REFLECTION AND FURTHER RESEARCH

In identifying the mechanisms, it was hard for refugee students to understand the full meaning of inclusion and exclusion mechanisms. Therefore, inclusion mechanism as a concept was operationalized as opportunities for refugee students in the settlement camp and exclusion mechanisms was operationalized as challenges faced by refugee students in accessing the host education system.

Use of the Systems Theory in the current study to understand inclusive education for refugees in organized settlement camp helped the researcher to investigate inclusive education for refugees by taking a holistic view of the educational system, with the special focus on classroom and school organizations as subsystems of the education system. This provided an opportunity to understand the interconnectedness of different components of the education system and their roles in inclusion and exclusion of refugee students in the host education system. These components include, but not limited to: teachers; students; curriculum and certification; resources and the broader social and cultural context of refugees in the settlement camp.

With reference to further research, based on the current study, several future research topics are warranted. It was discovered in this study that self-exclusion of refugees from the host education system also affects the inclusion of refugees in the host education system. Self-exclusion of refugees from the host education system in the current study was due to refugees' fear of missing out on resettlement opportunities into third countries (developed countries). It is possible that there are other reasons of refugees self-excluding themselves from the host education system. Thus, further research can be done that aims at exploring the factors leading to self-exclusion of refugees from the host education system.

The current study focused on perspectives of policy informers and refugee students drawn from schools within Meheba Refugee Settlement Camp only. There are four (4) refugee settlement camps in Zambia, it would be interesting to extend (or replicate) the current study to the other three (3) refugee settlement camps, these include: Mayukwayukwa; Mantapala; and Lusaka Urban. This would help with identifying common mechanisms affecting refugees in Zambia.

Due to limited time of conducting the thesis, the current study did not investigate mechanisms that perpetuate inclusion and exclusion of refugee students already enrolled in higher education (universities and colleges) in Zambia. Even though few refugee students manage to attain higher education due to legal caveats related to study permit requirements and the restricted freedom of movement of refugees. There is need for further research to replicate the current study by considering refugee students already enrolled in higher education as participants in order to investigate how inclusive universities or colleges are towards refugee students.

One of my observations in the current study is that the education system in Zambia strives to be inclusive of refugees as there is no discrimination in application of policies such as the free-education and the re-entry policy. However, statutory instruments such as the 'Zambia Refugees Act No.1 of 2017' and 'Zambia Immigration and Deportation Act, 2010', creates barriers for refugees to access higher education through 'study permits requirements' and 'refugees restricted freedom of movement'. The current study has already identified the key challenges refugees face in accessing higher education, hence there is urgent need for 'Action Research' specifically meant to support refugees', in accessing higher education.

Reflection and Further Research (7) Recap

This section presents the reflection and recommendation for further research. The current study utilized Systems Theory by Niklas Luhmann in order to explore the dynamics of inclusion and exclusion of refugees from the host education system. Systems Theory was a suitable theory to use in the current study as it helped the researcher to focus and analyze the subsystems (classroom and school organization) of my interest in the education system. On further research, four studies are proposed, these include (i) Exploring factors leading to self-exclusion of refugees from the host education system (ii) Replicating the current study in the three other refugee settlement camps (iii) Dynamics of inclusion and exclusion of refugees enrolled in higher education and (iv) Initiating 'Action Research' aimed at supporting refugees to access higher education with a specific focus on legal caveats.

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Appendix 1: Information and Consent Form

Ernst Thoutenhoofd

Reader in Education   To whom it may concern

Ernst.thoutenhoofd@gu.se

I *Jacob Malama* a student at University of Gothenburg in Sweden reading an International Master's Programme in Educational Research. For my Master thesis, I am undertaking a study on inclusive education: dynamics of inclusion and exclusion of refugees from the host education system. The study includes a review of written documents and perspectives of individuals like yourself. It is envisioned that this study may contribute and trigger further discourse on policy and other interventions aimed at improving refugee education in Zambia. The research report will be submitted to the University of Gothenburg and may be published for public consumption.

I invite you to participate in my research by engaging in a recorded interview/discussion conducted either face-to-face or digitally. A follow up interview may be arranged with you, in case it is necessary.

I implore you to provide as accurate and reflective information as possible during the interview/discussion. This will render the research validity and relevance. I am making all measures possible not to attribute responses to individual participants, so please be assured of no implications against you for what you say during the interview/discussion.

You may withhold any information you deem confidential or possibly harmful to yourself or your institution. You may have the right to withdraw from the research process before, during or after the interviews/discussion until the research report has been produced and/or disseminated.

Consent

By agreeing to participate in the interview/discussion, you express that you have read and understood the information regarding the proposed research: agree to the recording of the interview/discussion; and that views you express may be utilized in this research and its subsequent use.

Now, therefore, both I (the researcher) and you (the participant) append consent signatures as follows:

…………………….   …………………….

Jacob Malama   Name: ……………..

Researcher   Participant

Appendix 2: Interview Guide/ Focus Group Discussion Questions

Focus Group Discussion (Questions)

1. How old are you? And in which grade are you in at your school?
2. Which country do you come from?
3. Do you have opportunities as refugee students in terms of accessing education in the refugee settlement camp?
4. What opportunities do you have/enjoy as refugee students at classroom (interactions and relationships with fellow peers and teachers as well as other opportunities)?
5. What opportunities do you have/enjoy as refugee students at school level?
6. Are there any other external opportunities that you have/enjoy? If yes, what are those opportunities?
7. Do you face any challenges in accessing education in the refugee settlement camp?
8. What kind of challenges do you face in accessing education at classroom level?
9. What kind of challenges do you face in accessing education at school level?
10. Are there any other external challenges you face as refugee students?
11. Is there anything that you would like to contribute?

Interview Guide
1. What is your role in this school/organization?
2. Are there any opportunities that you provide to refugee students?
3. What kinds of opportunities do you/or are provided to refugee students at classroom level (interactions and relationships with fellow peers and teachers as well as other opportunities)?
4. What kinds of opportunities do you/ or are provided to refugees at school level?
5. Are there any external opportunities provided to refugee students enrolled in school? If yes, what kind of opportunities are they?
6. Do refugees face any challenges that may affect access to education?
7. How does the legal framework or educational policies support the inclusion of refugee students in the host education system?
8. What kind of challenges do you think refugees face at classroom level that may affect access to education?
9. What kind of challenges do you think refugees at school level face that may affect access to education?
10. Do you think there are external factors that may affect refugees to be included or excluded in the host education system?
11. What external factors do you think may perpetuate the inclusion or exclusion of refugees from the host education system?
12. Is there anything else you would like to contribute?

Appendix 3: Application Letter to visit Meheba Camp and Authorization Letter

(i)   Application Letter to visit Meheba Camp

Jacob Malama
University of Gothenburg 1 (1)
Universitetsplatsen 1, PO Box 100, SE 405 30 Gothenburg, Sweden
+46720233451
jacob.malama1991@gmail.com

Dr. Prosper Ng'andu
Commissioner of Refugees
Ministry of Home Affairs
Lusaka, Zambia.

16th January 2023

*RE: PERMISSION TO VISIT MAHEBA REFUGEE SETTLEMENT CAMP FOR ACADEMIC PURPOSES
(DATA COLLECTION FOR MASTER'S THESIS).*

Reference is made to the subject above.

I am a male Zambian citizen aged 31. I am second year student currently pursuing an International Master's in Educational Research at University of Gothenburg in Sweden.

My thesis is titled 'Inclusive Education: opportunities and challenges for refugees at Maheba Settlement Camp of North-Western Province in Zambia'. With the above title, I intend to collect data from refugees on the opportunities they have and possible challenges faced in line with access to education. The data collected will only be used for academic purposes and nothing else.

I am currently in Zambia for data collection purposes and I am leaving for Sweden on 19th February 2023, I therefore, request for your permission to undertake the above captioned for wholly academic purpose. The visit is scheduled for 1st, 2nd and 3rd February 2023.

Visiting Maheba Refugee Settlement Camp will be:
Jacob Malama 366608/16/1 (National Registration Card)

Attached to this letter, is the introduction letter from the University of Gothenburg, Passport and National Registration Card.

I look forward to hearing from you and thank you in anticipation.

Regards

Jacob Malama

+260769676606 or +46720233451

(ii)   Authorization Letter

Correspondence should be

Ministry of Home Affairs & Internal
Security
P O Box 50997
LUSAKA

Telephone: +260 211 255 473/4
           +260 968 524 544
Email : refugees.commission1@
        moha.gov.zm

In reply please qu

No:..................

REPUBLIC OF ZAMBIA
MINISTRY OF HOME AFFAIRS
AND INTERNAL SECURITY
OFFICE OF THE COMMISSIONER FOR REFUGEES

MHA/COR/101/3/2

25th January, 2023

Mr. Jacob Malama,
University of Gothenburg,
Sweden.

RE: PERMISSION TO VISIT MAHEBA REFUGEE SETTLEMENT FOR ACADEMIC
PURPOSES (DATA COLLECTION FOR MASTERS THESIS)

Reference is made to your letter dated 16th January, 2023 in which you requested for authority to visit Meheba Refugee Settlement from 01st to 3rd February, 2023 for academic purposes.

I wish to inform you that permission has been granted for you to visit Meheba Refugee Settlement and it is our sincere hope that you will be able to share the findings with our Office. By copy of this minute, the Refugee Officer in the Settlement is informed accordingly.

Dr Prosper M Ng'andu
Commissioner for Refugees
MINISTRY OF HOME AFFAIRS AND INTERNAL SECURITY

CC: The Refugee Officer
    Meheba Refugee Settlement
    SOLWEZI