

**CONSTRAINTS IN ACCESSING EDUCATION AMONG
REFUGEE CHILDREN IN MEHEBA REFUGEE
SETTLEMENT IN NORTH WESTERN PROVINCE OF
ZAMBIA**

By

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I **MUVANDIMWE INNOCENTIA** do hereby declare that this dissertation is a product of my individual effort; however scholarly content obtained from various literatures has been acknowledged. This dissertation has not been submitted previously at this University or indeed any other University elsewhere for a degree qualification.

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Certificate of Approval

This dissertation by **MUVANDIMWE INNOCENTIA** has been approved as partial fulfilment of requirements for the award of the Degree of Master of Education in Sociology of Education by the University of Zambia.

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Abstract

Zambia has a long history of hosting refugees from different parts of Africa running away from strife and civil wars since its independence in 1964. These refugees once settled, they have many challenges in accessing education.

The purpose of this study was to establish the constraints of accessing education among refugee children in Meheba Refugee Settlement.

A qualitative study grounded in modified critical realism and informed by existential phenomenology was used. A total of 116 individuals actively participated in the study that is 38 parents and guardians, 76 children and 2 education coordinators. 21 individual interviews with children and 28 with parents and guardians were conducted. Seven focus group discussions were held of which three were with children and four with parents and guardians.

The life of a refugee is not an easy one. Refugees lived a sad, desperate, and hopeless life in the settlement that they could not support their children going to school. Two subthemes describe the hard life. The first relates to physical hardships and the second one is associated with mental hardships. Under these two sub-themes support for the children's education was not possible. Numerous constraints stand between getting an education and not getting any. The constraints were either personally mediated, parental mediated, policy mediated or cultural mediated. The positions refugee children have regarding opting schooling or staying away demonstrated dual motives. These are (a) because of motives and (b) in order to motives. Because motives were reasons or actions that had a bearing into the past experiences and prominent among them were early marriages and Domestic work. In order to motives were reasons or actions made that had a bearing into bringing certain future states of affairs about and these were centred on an uncertain future, preferential scholarships offered to refugee children by United Nations High Commissioner for Refugees and preferences that refugees had that favoured earning a living.

The root causes of failure or refusal to get into school are varied and interrelated, and it is difficult to identify direct causality in any general sense. However, what was noted in the findings was the prevalence of refugee mediated causes and factors that were possibly beyond the control of the refugees and these were attributed to the Zambian government and the United Nations High Commissioner for Refugees (UNHCR). While categories and sub-categories of challenges that were highlighted in the themes continue to be unaddressed, refined the general population of refugees will continue to be encapsulated within the ubiquitous designations of Post Traumatic Stress Disorder (PTSD) or trauma-related problems. The study outcomes suggest that more targeted attention must be paid to the larger family environment to maximize the potential of refugee youth-focused educational and psychosocial interventions. However, this should be extended to parents or guardians. Periodic health visits and availability of psycho social counselling are needed for refugees. Within the precincts of the findings and looking at the challenges faced by refugee children and their parents or guardians, there is need for mitigation of the situation in Maheba. A survey needs to be done so that the specific vulnerabilities and needs are profiled.

Key Words: *Constraints, accessing education, refugee, Meheba and Zambia*

Dedication

This dissertation is dedicated to my late daughter Nshimiye Yvette whom by the time I started data collection she was in my womb and passed on a month after her birth before I could finish this piece of work. My family members especially my late father Ngenzebuhoro Mathews who left this world many years but I have not stopped feeling his great encouragement. I give special thanks to Mr.Nshimyumuremyi Ephraim the father of my late daughter for his enormous support and encouragement throughout my studies. Sincere gratitude is extended to my sister Gahimbare Maria Goretti who supported me whole heartedly. Sincere gratitude also goes to my colleagues who shared ideas with me during the journey to conduct this research.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This research was conducted to establish the constraints of accessing education among refugee children in Meheba refugee settlement. This chapter is composed of nine components which include background, statement of the problem, purpose of the study, research objectives, and research questions, significance of the study, delimitation of the study, limitation of the study and definition of the key terms.

1.1 Background

Zambia has a long history of hosting refugees running away from strife and civil wars since its independence in 1964(Nsolo1995).These refugees have come from Angola, Democratic Republic of Congo, Mozambique, Zimbabwe, Uganda, Somalia, Sudan, Liberia, Namibia, Rwanda and Burundi .Following the influx of refugees in Zambia, first legislation Act of 1971 was passed to cope with the growing number of refugees. This control Act stated that all refugees must live in an area designated by the Zambian government, unless they were given special permission to remain outside (Bakewell, 2002).

In order to implement the requirements of the control Act of 1971, many refugee camps and settlements were opened for the purpose of accommodating refugees. In southern Africa three main countries Zambia, Malawi and Zimbabwe that host refugees designed settlement models with the view of making refugees self sufficient. Zambia out of the three refugee hosting countries has been able to implement this humane policy (Nsolo, 1995).As a result Camps and settlements such as Kala and Mwange in Northern Province, Meheba refugee settlement in North Western Province, Nangweshi and

Mayukwayukwa refugee camps in Western Province and Ukwimi in the Eastern Province were established. Mayukwayukwa is known to be the first camp to be established in 1966 and hence the oldest refugee camp in Africa (United Nations High Commission for Refugees UNHCR, 2006). Meheba Refugee Settlement therefore is one of the main refugee settlements until today (Darwin, 2005).

In Zambia, Meheba refugee settlement, in particular, has most of the children who have attained primary education. The United Nations High Commission for Refugees and other non-governmental organisations have worked hard in providing infrastructure most for primary education as it is evidenced by the existing structures. The settlement has 5 primary schools 3 community schools and one secondary boarding school which were built in 1975 by the Japanese government. However, most of the young people in Meheba find it very difficult to access education (Facilitating Opportunities for Refugee Growth and Empowerment Forge, 2010). The difficulties of accessing education by refugee children continued to worsen even when the government of the Republic of Zambia took over control of schools in the settlement (Lobo, undated).

1.2 History of Meheba and Current Population

Located 70 kilometres from the city of Solwezi in the North Western Province of Zambia, Meheba Refugee Settlement was established in 1971 in response to the influx of thousands of individuals fleeing the war of independence in Angola. Prior to its formation, the area was “largely unpopulated bush” controlled by Zambian Kaonde chiefs (Bakewell, 2002:59). Since 1971, Meheba Refugee Settlement has been extended five times. In 1976-1977 Angolan refugees running away from the civil unrest in that country entered Zambia and were settled in the settlement in the areas currently identified as lying between Roads 1-11. Another wave of Angolan refugees arrived in Zambia during escalation of the civil war between the National Union for the Total Independence (UNITA) and The Peoples Movement for the Liberation of Angola (MPLA) IN 1985-1987. Another group of Angolan Refugees entered Zambia following the conflict in Angola resulting from the failed National Election in that country in 1993-1995. This influx of refugees coincided with an entry into Zambia of Kasai refugees who had been expelled from their

Katanga province home area in 1997-1998. Rwandans and Burundians also entered Zambia soon after the Katangese in the same period. Lastly in 2000 Angolan refugees entered Zambia following the conflict between The Peoples Movement for the Liberation of Angola (MPLA) and the National Union for the Total Independence (UNITA) which had extended to Mexico province in Eastern Angola (Powles, 2000:23).

Resulting from these four marked periods of refugee's influx into Zambia, the following pattern of settlement evolved in Meheba:

ZONE A-constituting Roads 1-12 was occupied by Angolan refugees that entered Zambia between 1976 and 1977. Zone B was opened to accommodate Angolan refugees who entered Zambia in the period 1985-1987, Zone C and D came to be opened in order to settle Angolan refugees who fled during the 1993-1995 conflict, Zone E and F was used to settle Congolese refugees from the Democratic Republic of Congo (DRC) in Katanga province who were expelled from their region in 1993-1995, Zone G was used to settle Rwandese fleeing the genocide in 1994 in that country and Burundians refugees fleeing the civil unrest resulting from the assassination of a Democratically elected President MERCHIOR NDADAYE in 1993 in Burundi, and the assassination of Rwandan president HABYARIMANA JUVENALE in an air crash. Lastly Zone H was opened to accommodate Angolan refugees running away from intensified civil war in Angola around 2000 (Powles, 2000).

The above description paint a vivid picture of how Meheba, covering some 800 square kilometres came to be effected. The settlement is organised into eight Blocks, each named according to the letters A to H in Alphabetical order. In most of the settlement, the Blocks are comprises of Roads that branch off in a spine from the main road at 1 km intervals. The newest, Block H, is organised into villages of houses grouped together around a central area of land to encourage a more communal environment and to provide services more easily (Bakewell, 2002). Based on the March 2008 registration, Meheba currently hosts 14,181 refugees made up of the following

nationalities: 8,816 Angolans, 2,430 Congolese, 2,565 Rwandans, 337 Burundians, and 33 others from Uganda, Ethiopia, Somalia, Sudan, and Namibia (Shimo, 2008). The following table summarizes the population in Meheba as given in the March 2008 registration, broken down by Block and country of origin.

Table 1.1: March 2008 Registration: Population by Block and Nationality

Block	Angolan	Congolese	Rwandan	Burundian	Others	Total
A	1672	189	31	29	14	1935
B	1987	234	47	28	13	2309
C	1069	61	22	7	0	1159
D	1859	1473	377	101	5	3815
E	395	17	0	0	0	412
F	285	425	74	4	0	788
G	5	31	2014	168	1	2219
H	1544	0	0	0	0	1544
TOTAL	8816	2430	2565	337	33	14181

From the figures given above, children and young women and men who constitutes 34% for the total population of Meheba are also included hence the need for education.

1.3 Administration of Meheba refugee settlement

The settlement is administered with the Ministry of Home Affairs of the Zambian Government with the assistance of Implementing and Cooperating partners, and elected refugee leaders. Below is the description of each actor's role in the administration of the settlement:

The Refugee Officer

Appointed by the office of the Commissioner for refugees, Ministry of Home Affairs, Lusaka, the Refugee officer has the following roles:

- i. To ensure orderly and efficient management of the settlement,
- ii. To make sure essential services and welfare are maintained,

- iii. To ensure that means to preserve refugee health and welfare are effectively kept in place,
- iv. To issue identity cards, travel permits, allocating plots and maintaining law and order,
- v. In addition refugee officer has control over the police and military forces in Meheba and also in charge of ensuring elections and functions of Roads and Blocks chairmen (Powles, 2000: 26).

Refugee Chairmen

Refugees choose block and road chairmen in an elections organised by the refugee officer. Elections are held every five years for six committee members. The person with the highest votes becomes the chairman; the next automatically becomes the vice-chairman, then the secretary, and then three general committee members according to the regulation issued by the refugee officer (Stakeholder Interview 11). The committee must be comprised of three men and three female. The chairmen have the following duties:

- i. To mitigate arguments and disagreements between parties in their respective jurisdictions,
- ii. Informing the residents of news and announcements from the UNHCR or the Ministry of Home Affairs,
- iii. Overseeing food distribution if there is any and act as an information bridge between refugees and settlement authorities,
- iv. Chairmen are not allowed to handle criminal matters on their own but are to refer such cases to high authority ,
- v. Chairmen are not paid for their services and do not undergo any formal training. (Forge, 2008: 10).

Administrative Set Up

The Ministry of Health runs Clinics in Blocks A, B, D, F and H. For purposes of criminal investigations refugees may approach clinical officers in such clinics.

The Ministry of Community Development and Social Services (MCDSS) coordinate many activities including identification of vulnerable and effecting appropriate cases, education issues sexual and gender based violence, seminars, and provision of food and non food items to vulnerable section of the community

The Ministry of education runs Meheba high school, offering '0'level certificates of education, and Basic Schools in blocks A, B, C, D, and F. In addition, community schools exist in zone G, E and B. But one fact that stands out in the education assistance to refugees is lack of action on the part of the UNHCR or its implementing partners to assist children through fees payment.

The Ministry of Agriculture in Meheba oversees matters pertaining to agriculture and environment. Agriculture plays a big role to provide sustainable food security. The water and sanitation project of the Ministry of Water Affairs ensure the availability of underground water for consumption and sanitary purposes (Bakewell, 2002).

The two main areas of agriculture are food crop cultivation and livestock. Maize, cassava, rice, sweet potatoes, Irish potatoes to a less extent sorghum and finger millet are the main starch foods grown. Mumbezhi cooperative society has some 80hectares of Jatropha on their farm. fruit crops found in Meheba include mangoes, lemons, pawpaw, guavas and avocado, bananas, sugar cane, cabbage, tomatoes, onions and okra are cultivated for immediate cash. Livestock reared in Meheba include chickens, ducks, guinea fowls, goat, sheep and pigs. These are kept mainly for purposes of immediate sale in case of urgent financial needs (Shimo, 2008).

Trade constitutes an important source of income generation. There are markets in some zones like zone D, A, and B have a corrugated iron roofed shed that was constructed by the United Nations High Commission for Refugees through its implanting agencies. These shed are used communally by marketers, generally women. These marketers are seen to sell dry fish, vegetables, Irish and sweet potatoes, capenta, red pepper etc. Skirting such sheds is found lines of shops constructed and owned by refugees

themselves. In these small shops groceries, radios, bicycle spares, clothing, simple carpentry, and farming tools and many other different items are stocked and sold (Powles, 2000). A bar or two are found in such markets, as well as barber shop and a phone charging facility powered by solar energy panels and inverters. Hammer and rice mills too are available in some of these markets. Timber splitting and workshops, bicycle repairs, brick making and masonry are other activities refugees are found to be involved in. illegal charcoal burning is life and is partly responsible for the dilapidated state of tree population in Meheba.

1.4 Characteristics of all Blocks of Meheba Refugee Settlement

Meheba refugee settlement is made up of eight Blocks named according to the letter : A, B, C, D, E, F, G, and H. The table below details the population and social services available in these eight Blocks.

Table: 1.4.1 General Characteristics of every Block

Blocks	Total population	Population by country of origin	Administrative offices	Education services	Health services	Market sizes
A	1935	86%Angolans 10%Congolese 2%Rwandans 1%Burundian 1%others	-Police check point -Police headquarters -churches	-Meheba secondary boarding school -football field -basketball court -primary school	-A clinic	medium
B	2309	86%Angolans 10%Congolese 2%Rwandan 1%Burundian 1%others	Saint Marys mission	-Primary -Football field -Community school	clinic	medium
C	1159	92%Angolan 5%Congolese 2%Rwandan 1%Burundian 0%others	-Forge -Haven for orphans	-Primary -Football field		Small market
D	3815	-48.7%Angolan -8.6%Congolese -9.8%Rwandan -2.6%Burundian -0.3%Other	-UNHCR -Ministry of Home affairs -MCDSS -Ministry of Health -Ministry of education -Dept of Water affairs -Police station -ICRC -World food program -Zambia mine action centre -Forge RAI -Mobile court -Churches	-Forge pre-school -primary school -Forge library -Nursery school	Clinic	Largest in the settlement

E	412	96%Angolan 4%Congolese 0%Burundian 0%Rwandan 0%Others	churches			
F	788	36%Angolan 54%Congolese 9%Rwandan 1%Burundian 0%Others	Churches	-Primary -Football field	clinic	small
G	2219	0.3%Angolan 1%Congolese 91%Rwadan 7.6%Burundian 0.2%Others	-MRCU cooperative -Empty structures -Churches	Community school		smallest
H	1544	100%Angolan		Community school	clinic	smallest

1.5 Statement of the Problem

Though refugees may naturalise in a host country, most host countries do not consider providing holistic education for such vulnerable groups. Refugees do face numerous problems and one of them is related to education (Kanyengo, 2007). The government of the Republic of Zambia does provide education services for refugees but, to date, there is no evidence on the provision of education for refugees in general and there is a dearth of information on the constraints faced by refugee children in accessing education in refugee settlements and camps.

1.6 The Purpose of Study

The purpose of this study is to establish the constraints faced by refugee children in accessing education in Meheba Refugee Settlement.

1.7 Research Questions

Drawing from the statement of the problem, the study therefore has critical questions begging answers. Research questions are important because they allow the researcher to formulate what they seek to understand. Maxwell (1996) and Creswell (2003) argue that for description purposes, a research question starts with how or what and for one where the researcher desires to understand (not to measure social life) the question is a why type.

Given the nature of the problem described above, the researcher desired to seek answers to the following research questions:

- 1) What type of life do refugees lead in Meheba refugee settlement vis-a-vis having children getting educated?

- 2) What constraints do potential school going refugee boys and girls face in accessing education?
- 3) Why do refugee children opt to stay away from school?

1.8 Objectives of the Study

Recognising that every research has an ontological orientation that shapes how the inquiry will be done, the nature of data that will be collected, the researcher anchored her study within the nominalist ontology and as such the objectives are not quantifiable (Blaikie, 2000:78). The study was structured based on the following objectives to get the type of answers the research questions sought.

- 1) To describe the lived life of refugee children in Meheba refugee settlement in the quest of accessing education.
- 2) Based on lay accounts, to describe the nature of constraints among refugee boys and girls.
- 3) To understand from the point of view of refugee children the motives for staying away from school.

1.9 Significance of the Study

This study has notable significances. This is the first known research to focus explicitly on education as a social welfare problem in a refugee setting in Zambia from a social education perspective. This study is an initial step toward addressing the various problem areas that social actors sighted that constrained access to schooling.

The study is also significant in the methodology it has adopted. Unlike most qualitative researches, this research has a trail of an ethnographer's path with a view to show the research design. As such, the research design will inform

other researchers on the methodology who may be interested in doing a similar study.

Another significance of this study is adding perspectives towards developing concepts or constructs in education sociological research that has been lacking in this part of the world. Such constructs remain important for consideration by future research. In this population and more broadly, the application of qualitative methods to explore the lived lives of refugees has the potential to inform measures selection and adaptation to diverse cultural contexts.

1.10 Delimitation of the study

This study is rooted in the adductive research strategy and it is not about testing the hypotheses but eliciting meaning of the life of a refugee in the quest of education. The study is restricted to Maheba refugee settlement and takes sociology of education as its field of reference.

1.11 Limitations of the Study

Like all studies, this study has notable limitations. The following are the limitations.

Thick descriptions of all ethnic groups and country of origin in the refugee settlement was complicated by refusals. This was an initial problem to enlist participants for this study and it was compounded by the fear of security and suspicions by the refugees. Parents were not willing to allow their children are interviewed and some sections of refugee groups were indifferent to the researcher claiming that they have been over studied and that over the years, there were no improvements in the quality of life. As is the case for most research in traumatic stress, no one knows anything about the characteristics of those people who choose not to take part; whether they did not volunteer

because they suffer more or whether they suffer less. Nevertheless, this does not detract from the findings, the experiences in the setting because the researcher was able to sample to saturation. The implications for future research are numerous in this over studied research setting. If only the results of research could be translated into actions, then the response rate among refugees could improve.

A second important limitation concerns the lack of generalisability of these findings to the general population in Maheba. A true picture of the challenges and the kind of life lived could have been obtained by collecting quantitative data. Quantitative data collected in the zones and at household level could have been more accurate because it includes nearly every one.

The third limitation was the language problem. Ability not to speak Somali, Mbunda, Luchazi, Lunda, Umbundu, Chokwe, Portuguese, Kilega, Kikasai and Lingala was a limiting factor in recruiting respondents into the study; the researcher was able to converse with other refugees in Swahili, French, English, Luvale, Kinyarwanda and Kirundi. As a result the study excluded some potential respondents. However, this was inevitable in a study of this nature since the researcher was in a setting that was multilingual and multicultural. The language issue in this study can be seen to limit its credibility since one would argue that those who were excluded could have given a different impetus to the study. However, this study is credible in the sense that the inquiry was very rigorous and the study fulfilled the criteria of a qualitative inquiry. Future studies could overcome the language problem if the research teams could be multilingual.

The fourth limitation is related to the research strategy that was applied in this study, namely the abductive strategy outlined by Blaikie (2000). The data collected throughout the study using abduction did not allow for validation of the concepts that emerged from the data as well as relationships among these concepts (Themes, sub themes and categories). The researcher could have employed conceptual validation after the report has been written. This

could have been accomplished through empirical investigation with a different strategy like the inductive or deductive strategies while relying on different samples. This calls for use of the themes, subthemes and categories that were generated in this study to be subjected to quantitative operationalisation. However, because of time in the study period and the cost involved for this phase was not foreseen by the sponsors, it was not possible. It is recommended that future research could employ a mixed study design that could consider the use of the inductive or deductive research strategies.

1.12 Definition of key terms

Refugee: A person who is outside his/her country and cannot return owing to a well-founded fear of persecution because of his/her race, religion, nationality, political opinion or membership of a particular social group.

Constraints: is something that imposes a limit or restriction or that prevents something from occurring.

Access: means the right or opportunity to use or benefit from something.

Education: in its general sense is a form of learning in which the knowledge skills and habits of a group of people are transferred from one generation to the next through teaching, training, or research.

Settlement: a place, typically one which has previously been uninhabited, where people establish a community.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews the literature related to life and education for refugees. Most of the literature discussed here was mainly based and informed by researches conducted in the Western countries and some parts of Africa. This literature review provides the reader with an overview of major academic works concerning education for refugees. In this section, previous studies examining the life, access and constraints of education for refugees have been reviewed. In general, the literature review on the constraints of accessing education among refugee children has been arranged classified according to their focus on one of the following themes:

- a) Theoretical framework
- b) Background to Refugee Problems in Accessing Education
- c) Refugees Life And Education
- d) Constraints of Getting To School

Glesne (2006) argues that the literature review is important because it helps the researcher to establish what is known about an area of inquiry and what anomalies exist. Through a literature review, a researcher is able to discover important variables relevant to the topic, identify relationships between ideas and practices, relate ideas and theory to applications, rationalize the significance of the problem, and understand the structure of the subject. Gall, Borg and Gall (1996) maintain that the literature review helps a researcher in (1) delimiting the research problem, (2) seeking new lines of inquiry, (3) Avoiding fruitless approaches, (4) gaining methodological insights, and (5) identifying Recommendations for further research.


This literature review is divided into three major components. The first component covers the background or refugee problems in accessing education. The second component provides a description of refugees' life and education and last section explains the constraints of getting to school,

2.1 Theoretical Framework

This research is grounded in modified critical realism by Derrick Layder. Layder addresses how to do research from a critical realist perspective. The central feature of critical realism is recognizing the importance of actors' meanings of the concepts they use in everyday life and the actions they do in everyday life by incorporating them in research. As such, a key aspect of the critical realist project is a concern with causality and the identification of causal mechanisms in social phenomena in a manner quite unlike the traditional positivist search for causal generalizations using theories while testing hypotheses' (Layder, 1993:37-39). This means the researcher in this study will bring forth the motives the boy and girl child have for not accessing education.

Layder's Critical realist thinking can be conceptualised as shown in figure 2 below . The figure depicts Layder's framework and describes levels (elements/sectors) of potential areas of interest in sociology of education that could be considered as roots of challenges in accessing education. Critical realism examines ways in which power plays out in social and institutional contexts to oppress others, resulting in inequalities and injustices. Based on the premise that refugee children are an oppressed and marginalized group, critical education theoretical views were used to examine the multidimensional restrictions refugee children have in accessing education.

Figure 2. Research map (adapted from Layder, 1993).



Element	Focus
CONTEXT	Macro social forms, e.g. gender, national culture, national economic situation
SETTING	Immediate environment of social activity, e.g. organization, department, team
SITUATED ACTIVITY	Dynamics of "face-to-face" interaction
SELF	Biographical experience and social involvements

We will briefly present the different elements and, for convenience, start with the self and work towards the macro elements. The first level is *self*, which refers "... primarily to the individual's relation to her or his social environment and is characterized by the intersection of biographical experience and social involvements (Layder, 1993). Self focuses on how an individual is affected by and responds to social situations. In encountering social situations individuals use strategies and tactics, based on their theories (mental models), to handle the situations. In general, the self and situated activity have as their main concern "...the way individuals respond to particular features of their social environment and the typical situations associated with this environment (Layder, 1993).

In situated activity the focus is on the dynamics of social interaction. The area of self focuses on how individuals are affected and respond to certain social processes whereas situated activity focus on the nature of the social involvement and interactions. This means that interactions and processes have features that are the result of how the participating individuals' behaviours intermesh and coalesce. The focus in *setting* is on the intermediate forms of social organization. A setting provides the immediate arena for social activities. A setting can be things like the culture of Maheba refugee settlement, artefacts like tools that are used in situated activities,

power and authority structures. It should be stressed that setting is not just a particular patterns of activity. The wider macro social forms that provide the more remote environment of social activity are referred to as the *context*. Although there is no clear border between settings and context and some social forms straddle the two elements it can be fruitful to distinguish them.

In general, context refers to large-scale and society-wide features. Viewing the design, development, implementation, and use of the educational system as layers of human activity and social organization that are interdependent has two major advantages. It enables a researcher to be sensitive to the different elements with their distinctive features. Critical realism and Layder's framework stress that the layers operate on different time scales. This means that a researcher has to view the operation of the elements not only vertically but also horizontally.

Layder's framework includes macro phenomena, like structural and institutional phenomena, as well as micro phenomena that act as impediments to accessing education.

2.2 Background of Refugees Problems in Accessing Education

In Article 28 of the convention on the Rights of the Child, signatories of the convention bind themselves to fulfil their obligation of providing education to the children (Paloma, 2010). This action emphasizes the fundamentality of education in the development of children. Refugee children have gone through hunting experiences of being uprooted from their communities, but being uprooted as they are does not to any degree negate a child's right to education. The host countries have the obligation to provide education for refugees.

In reality, however, the majority of refugee children do not receive basic education. The problem of accessing education by refugee children is not unique to African countries. The study conducted by Paloma (2010) in Organization for Economic Cooperation and Development countries revealed

that across the globe people are always in motion running away from war zones ,escaping injustices and persecution or seeking better life opportunities for themselves and their children(Adams, 2006). A considerable number of these refugees are children. United Nations High Commissioner for Refugees estimate that more than half for any refugee population consists of children between the ages of 6-16(United Nations High Commissioner for Refugees UNHCR, 2009)

Globally, children under the age of five make up about 11% and children in the age group between 6-17 make up approximately 32% of forced migrants and asylum seekers, regardless of whether they are with their families or unaccompanied(Adams, 2008).This condition has posed a challenge to Organization for Economic Cooperation and Development countries to provide education for these vulnerable children .In July 2007, it was noted in the International World Congress that, refugee and asylum seeking children were denied the right to education and those who had access to education, it was of low quality (Commission of European Communities, 2008). In the United Kingdom, Sweden ,Spain, and Australia all children of the compulsory school age (5-16) regardless of their race, colour, nationality, ethnic group, national origins, be they refugees or asylum seekers have the right to access education and have the same entitlement as natives (Paloma, 2010). United Kingdom however is host to 60,000 refugee children of compulsory school age (Rutter, 2006).The United Kingdom has 400 unaccompanied children. The figures for such children are 1500 in Sweden1400 in Norway and 770 in Australia.

Lenny (1994) notes that some estimates put the number of refugee children receiving education at no more than 30%. This low percentage shows the extent to which absence of basic education violets the right of affected refugee children consequently proving to be a lifelong handicap. The World Declaration on Education for All (1990) makes reference to refugees as an 'Underserved Group' It is on account of this serious state of affairs that the United Nations High Commissioner for Refugees Executive Committee in 1992 demanded that basic primary education needs of refugee children be better addressed and that, even in the early stages of emergencies,

education requirement be identified so that prompt action may be given to such needs (Sayed and Soudien, 2003).

The explanation that has commonly been used to explain reasons for limited access to school and for school drop outs is that high costs in an environment of absolute poverty drives learners from school (Veerle and Sarah, 2008). While this research agrees that poverty is certainly a major issue, there has been too much emphasis placed on the poverty as a barrier to accessing education by literature. Consequently, this research seeks to highlight other venues in which other barriers of access to schooling are located. The argument advanced is that the notion of poverty needs to be complemented with several other notions that include: Rapid Population growth, Social exclusion perspective and capability approach in addition to others.

The national commission for development planning of Zambia (NCDPZ, 2006) observes that Zambia's education has grown enormously since independence. This is due to various educational programmes of the government. As a result, some impressive gains have been achieved. But the rapid population growth has continued to exert unbearable pressure on the education system. For instance, in the primary education sector, despite significant increases in opportunities and infrastructure, there is a great and ever widening gap between the steadily rising demand for such services and the capacity of the system to provide places for pupils (NCDPZ, 1989). Thus many children old enough and willing to enter grade 1 have not been able to do so because of insufficient places. It is estimated that in some areas the shortage are so severe that about a third of the eligible children cannot go to school. The shortage of places is even more severe in grade 7, where only about 17% of eligible pupils are permitted to proceed to grade 8, thereby eliminating as many as 83%. An equal pressure has been put on the requirements for teachers, improving their working condition, as well as providing school materials and equipment. (Educational administration policy Study Material112, Batch no1, 2010:118).

Lourie (1990) in the UNESCO courier gives poverty as an important reason for limited access to schooling and why learners drop out of school.

According to him, important gender differences exist in the poverty profile in Zambia. A key factor of poverty is identified by women without support. Such women are either without a current relationship with a man and do not have grown up children that can support them. In this bracket are widows, divorcees and the aged. Because of poverty half a million children of school going age (in Zambia) do not attend school (one third of all) in the appropriate grade.

Civil society for poverty reduction (CSPR, 2006) throw their support to the notion that poverty underpins the reason for limited access to schooling when they state in their report that ‘ instead of concentrating on learning, pupils got involved in livelihood generating activities and when they did go to school they were too hungry and weak to learn effectively.’”

Associated with factors that keep children out of school are inability to pay school fees, the cost of uniform, and other scholastic materials. Transport and other related cost, bear heavily on the meagre resources of poor households barring children from accessing school and driving some of those attending school out of the school system.

As a result, there has been effort directed at dealing with the inhibiting cost of accessing education. In South Africa Organisations such as the Education Right Project have been campaigning for complete abolition of education fees (Roithmayr, 2002; Fleish and Woolman, 2004). The argument put forward in favour of education fees abolition is that abject poverty acts to inhibit education access. In Zambia, statutory school fees have been done away with for the same reason but one would not hesitate to mention that school fees have been done away with on paper and by words because there are some hidden local school fees that parents are asked pay before their child is enrolled.

Veerle and Sarah (2008) argue that absolute poverty, which refers to households living below a minimum necessary to sustain, cannot explain South Africa's access or drop out patterns. According to them, in 2007 an estimated 31.3% of South Africans lived below the poverty line. In the same year South Africa's Gross Enrolment Rate stood at 96% in the General

Education and Training band (grade 2-9) and 86% in the further Education and Training band. According to these figures, absolute poverty does not necessarily act as a barrier to schooling. From this fact, two things are visible. Firstly, if absolute poverty hinders children from accessing school, then the South African enrolment being discussed above would have been lower than they are. Secondly, Veerle and Sarah argue that there is evidence to suggest that in fact school may offer poor households additional resources in the form of child care, some basic access to nutrition for young children and hope for a better future.....the concept of absolute poverty is insufficient on its own to explain patterns of access in South Africa (Veerle and Sarah, 2008). This research takes the Millennium Development Declaration of a "dollar a day" to refer to absolute poverty. And the research notes the use of international documents like World Bank, European and Global Monitoring Report etc in reference to absolute poverty. (Sayed and Soudren, 2003) indicates that abject poverty impacts negatively on school attendance. A similar finding is reported by the Centre for Applied Legal Studies (Thembehle, 2006). These two findings indicate that school fees and failure to pay fees have a direct bearing on access to education. The poor find themselves barred from accessing education and facilities related to the learning process and this deprivation has often been painful.

To ensure payment, schools have often resorted to illegal and punitive methods that include withholding learners results, barring learners from accessing lesson, writing examinations, depriving learners of access to school facilities and humiliating learners and parents publicly (Ramadiro, 2003; Sayed and Soundien, 2003). Furthermore, a number of cases were revealed by Nelson Mandela Foundation on how learners drop out or missed portion of school year as a result of criticism or humiliation inflicted on them by educators and principals because their family failed to pay school fees (Nelson Mandela Foundation, 2005). The Nation Department of Education acknowledge in its Review of Financing, Resources and cost of education in public school that non-payment of school fees sometimes result in schools acting contrary to human right obligation, poor learners whose parents could not pay school fees have been turned away from school, placed in a separate

rooms, away from other learners, forced to sit on the floor, named and shamed in school assembly. (Department of Education, 2003:54)

Hosegood and Lind (2005:469) assessed the impact the child support, Grant in UMkhanyakude in Uganda had on its beneficiaries. According to their findings, the grant appeared “to overcome the impact of poverty on school enrolment” The findings were based on the data collected from approximately 11000 African households. The children who had benefited from the grants in 2002 were more likely to find places in school in years following funding from the grant than poor children of the same age.

Veerle and Sarah (2008) advance the argument that absolute poverty may actually encourage continued school attendance. They support their view by saying that the primary school nutrition programme, by offering children a daily meal, act to attract children originated from poor families to attend school. Moreover, they further argue, education provides a basis to hope for a bright, rewarding employment and a way to jump out of poverty net.

The focus of social exclusion concept is poverty and how it act to exclude children from schooling (Redmond, 2008). It is concerned with how communities exclude others to maintain the status quo or obtain more resources for themselves. People are judged to be poor if they are poor in comparison with those around them. Clearly therefore, relative poverty points not to bear survival to inequalities within society.

In Zambia as in other developing countries poverty is structured into the school system through classification according to whether they are government, private or community schools. Criteria such as physical infrastructure, socio-economic status of the school's catchment area, or whether a school is a boarding or day school all determine the school's social standing. All these factors make education to be streamed on a class basis determined according to geography and amount of money in one's pocket. The international school of Lusaka having for its catchment area an urban setting occupied by a wealthy, and generally educated community, holds a superior social status than say, Meheba High School in rural setting of

Solwezi District in North Western Province Zambia. By charging exorbitant fees, this school is able to exclude children originating from poor localities

Being an asylum seeker or refugee bears with it the stigma of being a destitute likely to possess a lower academic status. Because of this, In United Kingdom refugee children do not access education because some schools refuse to admit refugee children to their school for fear that the average grade will decrease. Schools in United Kingdom are inspected on the grades of their pupils. If grades are not good then the school is subjected to a closure (Paloma, 2010). In addition to this, refugees are denied the access to education due to language barrier. Those children whose mother tongue is not English have no access to school place (Paloma, 2010).

In Spain things are different because there is no specific legal framework existing regarding education for refugees and asylum seeking children whether accompanied or not reason being that they don't want to stigmatise anybody. Refugee children in Spain are considered as children with specific need (Paloma, 2010). Such children are supported by education system. However the findings of the study conducted by Paloma(2010) in Spain through the interviews with members of staff of Non- Governmental Organisations and one of the two teachers' unions, revealed that this does not cover all refugee children. They mention that there are migrant minors, including refugee and asylum seeking children, who are invisible in society. They move from place to place throughout the country without being noticed (Platform for International Cooperation on Undocumented Migrants, 2008). As a result those children are denied the access to education.

In Sweden, refugee and asylum seeking children within the age group of 7-16 are entitled to bilingual education. Children who have applied for a residence permit or who hold a permit for a limited period of time have the right to education, but they are not forced to attend school. Meaning that in Sweden the right of schooling is not associated with obligation. (Paloma, 2010)

Despite this development, there is also some hidden refugee and asylum seeking children who have no access to education .In 2008, there was a total

number of 6,200 and out of these 1,510 were unaccompanied minors out of which 60% were between the age of 16-17 and 30% were between the age of 13-15. these children therefore had no access to education as they were considered illegal (Paloma, 2010)

Refugees and asylum seekers are generally seen by host countries as extra mouth to feed, job competitors and people who by virtue of displacement, belong to a low social-economic strata. And this belief becomes the basis for their social exclusion. In Australia, child protection and education are governed primarily by State and Territory legislation which contains mandatory protection provision. Between 1 July 1999 and 30 June 2003, 2,184 child asylum seekers arrived in Australia. A total of 976 children were in immigration detention in 1999-2000; increased to 1,923 children in 2000-2001; and then declined to 1,696 children in 2001-2002; and 703 in 2002-2003 (Paloma, 2010). During these periods, Immigration Detention Centre service providers were obliged to ensure the child detainees' access to education services. However, according to the teachers' union AEU, these services were not provided in a systematic way nor were they of a remotely acceptable level. (Paloma, 2010) As such many detainees' children were not accessing education.

Data on developing countries reveal that developing countries are hosting some 1.5 million refugee teenagers. In 2000, only 50,000 of them, a mere 3%, attended school beyond primary (*Refugee Education Trust, 2002*). The study carried out in Egypt on the awareness of refugees education opportunities in Cairo showed that educational needs of refugee children in Egypt are *not* being met and that the large majority of refugee children are either not receiving any education whatsoever or are receiving an insufficient amount (Field Report, 2003). In Zambia, all refugee camps and settlement are provided with educational facilities for both primary and secondary education. According to Lobo (Undated) "schooling is provided for children of primary school age and very few who have access to secondary school and even higher levels of education. However the barriers to access education in Zambia are still not known

In Kenya, and Uganda both camp and urban based refugee children have problems in accessing education (Perterson, 2003; Karaja,2010). Dadaab camp in Kenya being one of the largest and oldest refugee settlements in the world, education is a luxury denied to most of the 90,739 children who live there (IRIN: Humanitarian News and Analysis services, 2011). Due to lack of access to education, many refugees leave the camps to settle in Nairobi with hope to improve their livelihoods and find educational settings where their children can have more access to education. However, instead of fulfilling their aspirations, urban refugees suffer harassment, xenophobia, discrimination, exploitation and poverty (Campbell, 2006).

Education for refugee children in Uganda takes place in the general context of education in Uganda (Jacobsen, 2005). In Uganda therefore cost of education is the most important factor that hinders the access to education by refugee children both in camps and urban (Oluka, 2001).

In South Africa, 76 000 people of concern to United Nations High Commission for Refugees are situated in five major urban centres; 23 600 are recognised refugees and 52 400 are asylum seekers, mainly from Angola, Burundi, Congo-Brazzaville, Democratic Republic of Congo, Ethiopia, Rwanda, Somalia, and Sudan. The introduction of South Africa's democratic constitution in 1994 provided rights and access to services for refugees and asylum seekers. There is no government sponsored assistance programme for these people, but they have the same right to basic health care, primary education (age 6–12 years), and work—from 6 months after applying for asylum—as South African nationals. However, 99% of refugees in Johannesburg and Pretoria do not possess proper identity cards, despite a guarantee of provision in the 1998 Refugee Act (National refugee survey, 2003).

The cards enable access to services such as health care and education as well as employment. In the survey, 17% of refugees reported serious difficulties with access to emergency health care and 30% of primary-school-

aged children did not attend school. Furthermore, 39% of refugees obtain only one meal a day, and those with a chronic illness, such as AIDS, need additional assistance in finding adequate shelter. Xenophobic attitudes in much of South African society further hinder urban refugees from attaining basic human rights established by the Humanitarian Charter of the Sphere Project (Steering Committee for Humanitarian Response, 1998).

Social exclusion also manifests in form of legislation demanding that refugees live in camps and settlements that they can leave those areas only with permission in form of a gate pass. In Zambia refugees are settled in camps and settlements and they are self reliant. These refugees and their children are denied freedom of movement and right to choose where to settle (Nsolo,1995) While Zambia is generally hospitable towards refugees and asylum-seekers ,lack of movement by refugees makes it very difficult to promote self-reliance among refugees(United Nation High Commission Report,2012). Due to the 1970 control act which state that refugee should be confined in areas designed by the government unless they are given permission to stay out of such areas. This provision has meant that refugees are excluded from full participation in economic activities outside the camps or settlement. Generally, there are more peace works outside the refugee settlement than within. But refugees are unable to access such peace works due to exclusion deriving from the refugee Control Act (Nsolo, 1995).

2.3 Refugees Life and Education

The social exclusion concept is defined by Redmond as the “process in society that leads some people to be excluded from a range of institutions, activities or environment: the denial or non-realization of civil, political and social rights of citizenship” (Redmond, 2008). How does the social exclusion concept apply to the Zambian education?

As has already been noted elsewhere above, relative poverty is structured into the school system through classification according to whether they are government, private or community schools. Criteria such as physical infrastructure, socio-economic status of the school’s catchment area, or

whether a school is a boarding or day school all determine the school's social standing. All these factors make education to be streamed on a class basis determined according to geography and amount of money in one's pocket. The international school of Lusaka having for its catchment area an urban setting occupied by a wealthy business people bureaucrats, and generally educated community, holds a superior social status than say, Meheba High School in rural setting of Solwezi District in North Western Province Zambia. By charging exorbitant fees, this school is able to exclude children originating from poor families who become socially excluded from school.

What about Meheba Refugee settlement itself: how does social exclusion phenomenon work? In a situation where children are equally poor they may be less far likely to drop out of school than those in a greater socio-economic mix. The Ministry of Education allows the Board of Management of each school to charge a minimal fee to supplement government finding. In addition, school demand that parents provide uniforms and shoes and other school requirement. There have been cases where learners have been excluded for non-payment of fees (Ramadiro, 2003).

Poverty bites in relation to others, and the greater socio-economic mix has meant that children from families burdened with absolute poverty have had their peer making them feel out of place, sadly some of the children who find themselves in this type of inadequacy have had to make wrong, costly choices of either drop out of school or seek self fulfilment in early marriage, sexual relationships, drug abuse or theft.

Sen (1999) puts forward what has come to be known as capabilities approach. He shows that even with satisfactory reasons and a friendly environment typified with equality, there is no guarantee that near Universal access to education will be achieved. It underscores the freedom of people to live the life they want. Sen (1999: 293) defines human capabilities as " the substantive freedom of people to lead the lives they have reason to value and enhance the real choices they have."

Despite the suffering and hardship refugee go through to earn living, refugees place a very high value on education. They demand that their children be

allowed to attend school. Education is the key that can open the door of opportunity for self-reliance and acquisition of capacity they need to rebuilt their societies (Refugee education trust, 2002). Many refugees however, sees in education the empowerment they need to create a more promising future whether in their home countries or for integration in their countries of exile Refugees are aware that a well-educated population is very critical in the development of their countries both economically and socially (Dryden-Peterson, 2004). For this reason refugee communities in developing countries have tried hard to run self-help schools as a way of enabling as many refugee children as possible to access schools. Unfortunately these schools can hardly find qualified teachers since many refugees are unable to complete their own education (Refugee education trust, 2002).

In Zambia refugees are settled in camps and settlements and they are self reliant. Kanyengo (2007) reported that, refugees especially those from Congo and East Africa, have been facing problems since 1994 when they arrived in Zambia. Firstly, they suffer because of the psychosocial trauma of having to flee their home to a territory that is unknown and unfamiliar to them. Then there is the uncertainty of what the future holds for them and their children. Other problems faced by refugees has to do with accessing social services, such as access to health care, education, legal services and participating in economic activities.

(McBrien, 2005) noted that the profile of recent refugee pupils and youth has been recognized as unique, with the large majority having a history of trauma, multiple displacements, extended stays in refugee camps and severely disrupted schooling. He further reported that in the United States of America refugee youth face further challenges, including academic difficulties, language acquisition, social isolation and alienation, social adjustment with peers, negative peer pressure, grief and bereavement, discrimination, cultural misunderstanding, and adjustment to a new educational system. Associated psychosocial stress however can hinder refugee children's ability to learn, perform adequately in school, and develop peer support networks

Heptinstall et al., (2004) alluded to the fact that the experience of displacement from one's home country is often a significant trauma and loss for refugees of all ages. Refugee children and young men and women are forced to leave behind all they have ever known, including friends, communities, schools, homes, and family members and live their entire lives in refugee camps. Many refugee children suffer from ongoing stress and trauma due to war-related trauma and the pressures associated with migrating to another country, disruption in schooling, exposure to violence, and extensive deprivation which has an impact on the cognitive, emotional, and behavioural development of refugee children.

While Zambia is generally hospitable towards refugees and asylum-seekers lack of movement by refugees makes it very difficult to promote self-reliance among refugees (United Nation High Commission for Refugees Report,2012). Due to the 1970 control act which state that refugee should be confined in areas designed by the government unless they are given permission to stay out refugees are usually poor as they are denied freedom of movement and right to choose where to settle and local people find it difficult to give them peace work(Nsolo,1995). Finding employment in the host country is usually difficult as refugees are not given any special preference. In Zambia, any employer wanting to employ a refugee must prove that there is no local person that can do that particular job. Additionally, in order for refugees to secure a self employment permit, they require \$25,000 in assets; the same regulation applies to external investors. They also need a letter from Commissioner for Refugees supporting the application and must pay a statutory fee of1, 500,000 Kwacha (£190). They also need a certificate of registration of the business in Zambia or a certificate of incorporation (Darwin, 2005).

Zimbabwean, Kenyan, Ugandan, Botswana, Tanzanian and Malawian governments on the other hand took a deliberate policy to settle refugees into overcrowded camps. In Kenya for example the government introduced an encampment policy, which requires all refugees to reside in the refugee

camps until a suitable solution is available for them (Verdirame, 1990). These refugees are denied agricultural land and government policy forbade them to look for employment, they depend on handouts from United Nation High Commission for Refugees and other humanitarian organisation (United Nation High Commission for Refugees, 2012; Peterson, 2003). On the contrary the Mozambican government has given refugees freedom of movement and the right to work. In addition, refugees in Mozambique were given land for agriculture and a larger number of them live in various urban centres (United Nation High Commission for Refugees, 2012). Despite all these problems refugees still value education for their children.

2.4 Challenges Faced By Refugee Children in Accessing Education

Refugees in their host countries face multidimensional challenges in getting to school. In the United Kingdom high mobility of asylum seekers due to government's dispersal policy hinders children to go to school (Doyle, 2008). Children are always on the move because of their uncertain status. Schools in the United Kingdom do not admit refugees in their schools due to the fear that their average grade would decrease which can result into the school closure (Paloma, 2010). Further language is also a limitation to the refugees education because, the support which is given to the pupils whose background is not English cannot help teachers to provide the type of services needed (Doyle, 2008). Teachers lack the knowledge and experience to deal with children who are traumatised as they are not psychologists (Rong, 1998). This situation is also applied to Australia and Sweden. Refugee children are bullied, discriminated in and outside school environment and teachers have no knowledge to deal with such behaviours (Paloma, 2010). In Spain some of the semi public and private schools which were supposed to be free of charge do impose some charges which disadvantages may refugees to go to school (Paloma, 2010).

Zine (2001) reported that pupils within Canadian schools negatively stereotype Somali refugees and that schoolchildren often tease foreign-born peers about their Arab names. Somali students are often alienated for displaying outward signs of their religion, such as wearing *hijab* and fasting

during Ramadan. Zine (2001) reported that most Muslims including Somalis considered by other races to be terrorists and criminals, and Muslim pupils reported that they have to defend themselves against being called terrorists. This discrimination also is a big challenge faced by refugee pupils especially Somali pupils in accessing education.

Gilbert (1999) conducted research which sought to examine the experiences of thirty (30) Muslim children in a primary school in north-west Britain. Findings demonstrated how the process, procedures and rationale of school policies and administrators continued to privilege whites and discriminate against non-whites, more specifically refugees from Africa and Muslims. These experiences of discrimination towards refugees hindered their educational development.

In South Africa schools do demand refugee children to produce Identity card and permit which they lack .Parents are not employed and yet are required to pay school fees for their children (Humanitarian News and Analysis Services, 2012). United Nation High Commission for Refugees report noted that, refugee children have problems in adjusting to the new curriculum, learning a new language and accessing psychosocial support. These children also face harassment, bullying xenophobia and discrimination from teachers and their host peers (United Nation for High Commission for Refugees, 2012). The situation is not different from Kenya and Egypt.

Kenya has hosted refugees from war-torn African countries for more than four decades. The number of refugees seeking asylum in Kenya increased gradually, with a significant increase in 1992 when refugees totalled approximately 427,000 (Loescher and Milner, 2005). Wagacha and Guiney (2008) reported that many refugee pupils in Nairobi were born in Kenya, but they did not have birth certificates. Kenyan government policy constrains refugee children's access to education in Nairobi. In the city council primary schools, refugee parents and guardians are required to produce a proper registration document such as United Nation High Commission for Refugees mandate certificate in addition to the child's birth certificate (Karaja, 2010). However, proper documentation does not necessarily guarantee access to

education by urban refugee children other barriers, such as discrimination and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005).

A study done by Karanja (2010) reveal that, although Kenya introduced free primary education in 2003 providing for the enrolment of refugee pupils into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it. Moro, (2002) and Kattan(2006) reported that the introduction of free primary education in Kenya also increased the number of Kenyan children accessing education, resulting in limited spaces, resources, infrastructure, and deterioration quality of education. Some school administrators refuse to enrol refugee pupils in order to preserve spaces for Kenyan pupils (Pavanello, 2010).

Like Kenyan parents, refugee parents and guardians whose children access free primary education must shoulder the burden of providing school-related materials including note books, textbooks, uniforms, and, in some cases, a desk for one's child. The precarious economic situation of refugees in Nairobi makes it difficult for many of them to support their children education, even when access is available (Karanja, 2010). Other barriers, such as discrimination and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005; Wagacha and Guiney 2008).

In Uganda, 42% refugees registered with United Nation High Commission for Refugees by June 2000 were school age children between the age of 5 and 17 years (Jabalingo, 2002). Cost is the most often -cited factor that affects the ability of families to educate their children in Uganda. In the settlements of Kyaka II and Nakivale, parents do not pay school fees. They however, need to provide their children with uniforms, scholastic materials, and packed food for lunch. In the absence of being unable to afford these elements, some parents choose to keep their children out of school (Bagenda, 2003).

Refugee pupils from all groups face somewhat similar educational access and support challenges in Nairobi. However, Sudanese pupils face more barriers in getting adequate support for their education. Somali, Ethiopian, Rwandan, Burundian and Congolese refugees are entrepreneurs and have managed to engage in businesses in the informal economy in Nairobi, which make survival slightly bearable. On the contrary; many Sudanese do not perceive themselves as entrepreneurs. Instead, their priority is to acquire an education, which they view as an instrumental to self-development. This has left the Sudanese refugees more vulnerable to economic hardships in the city, limiting the support they provide for their children's education (Karanja, 2010).

Uganda is hosting some of the refugees from countries where the language of instruction in schools is not English. According to the study done by Sarah and Peterson (2003), many refugees from southern Sudan seek education in English and readily join the Ugandan education system. Refugees from countries where the language of instruction in schools is French faced a different situation. These refugees from Congo, Rwanda, and Burundi are left at a disadvantage when they arrive to find that education in Uganda is only open to them in English. This language barrier is a challenge for refugee pupils in accessing education in Uganda. It also prohibited many refugee teachers from gaining employment in schools simply because they did not have sufficient knowledge of English.

Wilson (2008) reported that Universal Primary Education for refugee pupils in Kampala is not free. Due to the extra burden of the cost of water, electricity and higher salaries for teachers, government aided schools in Kampala received more aid under Universal Primary Education grants (US\$810 per pupil per term as compared to US\$550 per pupil per term in rural areas). They also charged parents school fees, usually US\$10, 400 per term. As a result; education in urban areas is out of reach for most of the refugees who make their home in Kampala and are not on United Nations High commissioner for Refugees urban caseload.

Egypt is another country which hosted so many refugees from different countries. Dingmans' report, (2002), presented the obstacles that were hindering access to education among refugees. Refugee parents are afraid of sending their children to school fearing Egyptian discrimination and maltreatment towards their children. The lack of pupil's safety on the way to and from school due to Egypt's hazardous roads is also a risk that some parents do not wish to take. Parents do not enrol their children in public schools, because of financial incapacity and unfamiliarity of the proper documentation that is required for enrolment (Dingman, 2002: 16-26).

In an article published in the *Cairo Times* in summer 2001, Peterson noted that converting the right to education for refugee pupils into reality was a complex and difficult process which would require flexible thinking and active collaboration between refugee families, United Nation for High Commission for Refugees, the Egyptian government, educators, and other interested parties.

2.5 Summary

In this chapter the literature review has revealed that across the globe people are always in motion running away from war zones, escaping injustices and persecution or seeking better life opportunities for themselves and their children and more than half for any refugee population consists of children which has posed a challenge to host countries to provide education to these vulnerable children. However, the problem of accessing education by refugee children is not unique to African countries.

Refugees are settled in camps and settlements. Government policy forbade them to look for employment; they depend on handouts from United Nation High Commission for Refugees and other humanitarian organisation. Refugees are denied freedom of movement and right to choose where to settle. They are confined in areas designed by the government unless they are given permission to stay out. This has made refugees poor as local people find it difficult to give them peace work. Refugees suffers

psychosocial trauma, the uncertainty of what the future holds for them and their children, access to health care, education, legal services and participating in economic activities.

Refugee children face many challenges in accessing educational opportunities. These are psychosocial trauma, government policies displacements, discrimination, harassment, xenophobia, bullying, and lack of proper documentation, poor finances by parents, language difficulties, cultural problems and the bad reception that refugees receive from their host society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter describes the methodology of the research. It covers the research question, the methods used in collecting data and how this data was analyzed. It also describes the research designs employed, research setting. The target population, sample size and sampling method, data collection procedure data analysis as well as instruments used.

3.1 Research Design

This is a qualitative study grounded in modified critical realism proposed by Derrick Layder and informed by existential phenomenology. Existential in the sense that the researcher was going to be alive to the events in the setting and was going to be conscious of how time and place affect social life. This calls for the researcher to be a participant and observer in the study while at the same time taking a critical look at issues surrounding inequality. As such, a key aspect of the existential realist project is on the constraints of accessing education among refugee children in Meheba refugee settlement in North Western province of Zambia. It is rooted in critical realism. The reason for choosing such an approach is to allow a thorough understanding of the constraints faced by refugee children in accessing education in Meheba Refugee Settlement.

3.2 Research Setting

The research was conducted between the months of September and November 2012 in Meheba Refugee Settlement, located 70 kilometres from the town of Solwezi in the North Western Province of Zambia and the

researcher focussed on all blocks of Meheba. Meheba Refugee settlement happens to be one of the main refugee settlements until today. Meheba is a multinational settlement as it comprises of refugees from different nations. The history of Meheba has been provided in the introduction.

3.3 Why Meheba Refugee Settlement as a site for research?

There are hundreds of refugee camps and settlements throughout the world; this therefore means that so many possible sites for my research were available. Meheba Refugee Settlement in North Western Province of Zambia was selected for two reasons. Firstly, as a host to refugees from several different countries, Meheba refugee settlement allows for across-nationality comparison without the need to control for structural or substantive differences in settlement education. This is the first work to look into the constraints of accessing education among refugee children within a single settlement and thus to show the relevance of a micro-level analysis as compared to the macro-level generalisations of the existing literature.

Secondly I selected Meheba refugee settlement because I have been a refugee in Zambia since 1998 and lived in Meheba since then. I attended school at Meheba secondary boarding school. Being a resident of Meheba enabled me to easily access housing, transportation, and valuable contacts in the field. Moreover, having previously spent many years in Meheba, I felt comfortable and safe there. I also speak some of the languages used by refugees in the settlement. These include Swahili, Luvale, Kinyarwanda, Kirundi, French, and administrative language which is English. As such I was able to directly communicate with fellow refugees including Zambians that lives in the settlement.

3.4 Target Population

A population is defined as all members of any well defined class of people, events, or objects (Komboand Tromp, 2006). In research, a target population is the population that the researcher is interested in studying. In this study the

researcher was interested in refugee children and their parents as well as Non- Governmental Organisations responsible for education for refugees in Meheba refugee settlement. Thus only children who had reached school going age and who could have been in school were eligible for this study. Only parents or guardians of the children who had reached school going age and who could have been in school were eligible for this study. Also included were Non-Governmental Organisations dealing with refugee's education.

3.5 Sample size

A sample is a small group that is studied. In this study, a total of 114 individuals actively participated in the study that is, 38 parents or guardians, 76 children and 2 education coordinators. Out of the 76 children, 36 were children who could have been in upper primary school, 30 could have been in secondary school and 10 could have been to college or University. Out of 38 parents or guardians, 25 were male and 13 female. The reason for this gender imbalance may be attributed to the fact that the male parents, who constituted the majority of the sample size, were more available and willing to talk as opposed to the female parents. The researcher held 21 individual interviews with children and 28 with parents and guardians. Seven focus group discussions (FGDs) were held of which three were with children and four with parents and guardians. The focus group discussions were held with not less than 6 and not more than 12 participants.

3.6 Sampling Procedure

Since this study was qualitative, the ideal sampling technique was purposive sampling. Merriam (1998: 61) notes that "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned". In choosing purposive sampling as a technique for enlisting units for informant selection, the question the researcher was interested in

answering was of utmost importance. The researcher desired to have an understanding of an experience of trying to get to school or an experience of a challenge to support a child going to school.

The justifications for using purposive sampling were guided by Curtis' arguments (Curtis, 2000: 2002) that:

- a) The sampling frame of these potential informants does not exist or unknown, and instead selection is sequential (by a rolling process, inter-leafed with coding and analysis);
- b) The method of drawing samples for qualitative inquiry is not based on theories of the statistical probability of selection, but on the purposive or theoretical sampling criteria (an experience);
- c) Samples usually are small and are studied intensively, and each one case typically generates a large amount of information;
- d) Sample selection was conceptually driven towards saturation which is derived inductively from the data as the research proceeds;

To enlist parents or guardians who were eligible, the researcher was helped by a Refugee Officer and the Block Chairmen, who linked the researcher to the roads chairmen. With the help of Road Chairmen to recruit the majority of parents and children who participated in the study the researcher were able to gain access to households that had a minor who was not going to school. The researcher was also able to enlist heads of households and their children as they went about their social life at church, meetings and during the campaigns for refugee chairmen. Theoretical purposive sampling was used to enlist 30 households (altogether 38 parents and 76 children).

Theoretical purposive sampling was used to enlist children, parents and guardians. To arrive at 38 parents and guardians as well as 76 children, the researcher kept on recruiting respondents with the aim of clarifying and saturating the nature of concepts around schooling, challenges and enhancers. The researcher stopped sampling once the categories and the

theoretical relationship between concepts revealed no new data. This entailed using grounded theoretical sampling techniques. In their seminal text the discovery of Grounded Theory: Strategies for Qualitative Research, Glaser and Strauss (1967 : 65) declared that saturation refers to when no additional data is being found whereby the researcher can develop properties of the category. They submitted, "As he sees instances over and over they have seen coded incidents for the same category a number of times.

Education coordinators were sampled using expert purposive sampling. Two such experts from two Non-Governmental Organisations responsible for Education for refugees were enlisted.

3.7 Data collection technique and process

Data collection took place in Meheba refugee settlement. Interview guides and focus group discussion schedules, served as the primary research tools to collect primary data. Also existing documents on the topic in the possession of the refugee officer were used to collect secondary data. I describe the method next.

Interviews and Focus Groups

An interview is defined as a purposeful conversation, usually between two people but sometimes involving more, that is directed by an individual who wants to get information from the other, while a focus group is referred to as group interview designed to foster discussions among participants on a given issue (Morgan, 1997). Interviews and focus groups were vital for my study as they provided a researcher with a room to find out things that cannot be directly observed such as feelings, thoughts, intentions, and even those behaviours that took place earlier in time (Merriam, 2002; Morgan, 1997). They enabled the researcher to get insights into educational issues faced by refugee children, by understanding the experiences of the participants whose lives reflected these issues. The researcher was able to enter into the

participants' perspectives and understand their lived experiences and the meanings they made out of these experiences probing deeper and deeper as Merriam (1998; 2002) would prefer researchers who are committed to thick descriptions do. Moreover, the focus groups facilitated open discussions from multiple perspectives and as a result, the researcher was able to get a range of views (Morgan, 1997). In the focus group discussion participants were able to stimulate each other to express their views.

All interviews and focus groups were face-to-face and participants indicated willingness to participate. These interviews and focus group discussions lasted a period of 60-90 minutes per session. At the beginning of the interviews and focus groups, the researcher introduced herself as a Burundese refugee student working on her master's Dissertation. Ethical procedures were adhered to and not forgetting explaining the research project, the rights of participants, matters of anonymity, harms and confidentiality. The researcher also explained to the participants of the official authorization by the refugee officer to conduct the study and showed a copy of the authorization letter to those who wanted to read it. All education coordinators, the block chairmen, road chairmen and few parents wanted to see it. A copy of the letter is found in appendix E.

After the introduction, the researcher told the participants of their rights to continue or discontinue participation at any time during the study. Upon completion of this, the researcher asked for the participants' verbal consent. As Bogdan and Biklen (2007) note, a researcher needs to get the consent of respondents while conducting a study. The researcher discussed the process of the interview and focus groups with all respondents and gave them the opportunity to ask any questions. At this point the researcher was very disappointed because many young men and women who turned out in big numbers began to withdraw their participation because they discovered that the researcher was not offering scholarships as they expected. Some of the road chairmen who should have been of help to the study went around telling parents and children that the researcher should offer them money for them to participate in the study and that there should be some snacks as it was a

routine whenever white people go in the settlement for a research. The researcher was also accused of having done the same research in Lusaka and distributed money to everyone who participated in the research. Many parents also did not allow their children to talk to the researcher alone the reason being that they were too young and they did not know what to tell the researcher, however the researcher managed to get few children with the help of the churches in the settlement, still others withdrew upon learning that the researcher was a fellow refugee who could not offer anything.

However, those who were interested in the study remained and the business began. As part of the introduction for each of the focus groups, after getting respondents' verbal consent, the researcher requested each participant to share with the group the year of study one should have been in. The researcher also asked participants whether they wanted or willing to disclose their nationality, whether they were born in Zambia or not. All interviews and focus groups were written down using a pen. The researcher asked respondents to take their time so that they could give the researcher time to write down some points. No audio recorder used in the study. The researcher did not engage any interpreter during the study because the researcher is very proficient in some of the languages spoken by refugees in the settlement. This language skill was very important and came in handy because it allowed the researcher capture the participants' responses accurately, thus minimizing the loss of meaning that comes through translation (Glense, 2006). During the course of the interviews and focus groups, the researcher did not translate mumbblings, such as "ums", "huuu" , "ooooh" and "wooooh" but the researcher was faithful to the word usage and sentence structure of the interviewees.

All the interviews and focus groups were held in classrooms and those who stayed near by the researcher's residential area, used the researcher's house, and other took place under a tree. Some of the interviews were in individual offices of the respondents, while others were outside under a tree, or in a quiet area on the lawns, whilst others were held in a house offered to the researcher by participants still others were held in some houses

belonging to cooperatives. The researcher always made sure that the location of choice was free of distraction from the surroundings and that the privacy of participants was upheld as much as possible. All interviews and focus groups were conducted during the daytime.

On a number of occasions, some participants approached the researcher days after an Interview or a focus group had transpired and requested to “talk”, which the researcher always gladly accepted. The researcher realised that many refugees did not know that their education right exist in Article 28 of the United Nations and that they are entitled to it. A handful parents and young people who had educational documents from their countries of origin were not aware that they can access tertiary education once their papers are translated in the Zambian system of education in fact they did not know that there are institutions or legal lecturers who can translate their documents and have them certified as true copies from the origin.

At the end of each interview and focus group, the researcher always thanked the participants and asked them if they had any questions for the researcher. All respondents always had questions to ask. The researcher must admit that some of the richest conversations the researcher had during the field work came out from the questions that participants asked. Some of the questions were related to the researcher education life. In short they wanted to know being one of them how did the researcher managed to reach at that level of education , whilst others wanted to know why the study was directed toward education for refugees instead of something else and if it will result into something that will help them to access education and reaching at the researcher’s level. Still others wanted information about the “Albert Einstein” German Academic Refugee Initiative Fund (DAFI) which offers scholarships to refugees, when and how the University of Zambia enrolls. Despite having explained the aim of the study, the most common question that came out of every interview and focus group was whether the researcher was intending to use their (participants) information to make a project in order to acquire donations in their name. In several instances, the researcher spends an

average of 15-30 minutes answering and discussing questions of interest raised by participants.

3.8 Data Analysis

In this study, data was analyzed qualitatively using qualitative content analysis. Qualitative content analysis involves a process designed to condense raw data into categories or themes based on valid inference and interpretation. This process uses inductive reasoning, by which themes and categories emerge from the data through the researcher's careful examination and constant comparison. But qualitative content analysis does not need to exclude deductive reasoning (Patton, 2002; Berg, 2001). One of Hsieh and Shannon (2005) approaches to qualitative content analysis, based on the degree of involvement of inductive reasoning was the main stay of analysis and this involved coding categories that were derived directly and inductively from the raw data. This is the approach used for grounded theory development.

The Process of Qualitative Content Analysis

The process of qualitative content analysis involved the following steps:

Step 1: Preparing the Data

Since the data came from existing texts that may have been written directly or transcribed, the choice of the content was justified by what the researcher desired to know (Patton, 2002) surrounding life schooling as a refugee.

Step 2: Defining the Unit of Analysis

In this study, the unit of analysis were interview texts. This is what phenomenological research analyses. This means that transcripts of interviews have to be unitized before they can be coded, and differences in

the unit definition can affect coding decisions as well as the comparability of outcomes with other similar studies (De Wever et al., 2006). Therefore, defining the coding unit is one of researcher's fundamental and important decisions (see Weber, 1990). Qualitative content analysis usually uses individual themes as the unit for analysis, rather than the physical linguistic units (e.g., word, sentence, or paragraph) most often used in quantitative content analysis. An instance of a theme might be expressed in a single word, a phrase, a sentence, a paragraph, or an entire document. When using theme as the coding unit, the researcher was primarily looking for the expressions of an idea (Minichiello et al., 1990).

Step 3: Developing Categories and a Coding Scheme

From the themes, the researcher may create lower codes called categories and core categories. Categories and a coding scheme were derived from three sources: the data, previous related studies, theories around access to education or the data itself. Coding schemes can be developed both inductively and deductively. In studies where no theories are available, you must generate categories inductively from the data. When developing categories inductively from raw data, the researcher borrowed the thinking from grounded theory by using constant comparative method (see Glaser and Strauss, 1967), since it is not only able to stimulate original insights, but is also able to make differences between categories apparent. The essence of the constant comparative method is (1) the systematic comparison of each text assigned to a category with each of those already assigned to that category, in order to fully understand the theoretical properties of the category; and (2) integrating categories and their properties through the development of interpretive memos.

In quantitative content analysis, categories need to be mutually exclusive because confounded variables would violate the assumptions of some statistical procedures (Weber, 1990). Qualitative content analysis allowed the researcher to assign a unit of text to more than one category simultaneously

(Tesch, 1990). Even so, the categories in the coding scheme were defined in a way that they were internally as homogeneous as possible and externally as heterogeneous as possible (Lincoln and Guba, 1985).

Step 4: Coding All the Text

When sufficient consistency had been achieved, the coding rules were applied to the entire corpus of text. During the coding process, the researcher checked the coding repeatedly, to prevent “drifting into an idiosyncratic sense of what the codes meant” (Schilling, 2006). Because coding will proceed while new data continues to be collected, it’s possible (even quite likely) that new themes and concepts would emerge and would need to be added to the coding manual.

Step 5: Drawing Conclusions from the Coded Data

This step involves making sense of the themes or categories identified, and their properties. At this stage, the researcher makes inferences and presents your reconstructions of meanings derived from the data. Your activities may involve exploring the properties and dimensions of categories, identifying relationships between categories, uncovering patterns, and testing categories against the full range of data (Bradley, 1993). This is a critical step in the analysis process, and its success relies almost wholly on the researcher's reasoning abilities.

Qualitative content analysis does not produce counts and statistical significance; instead, it uncovers patterns, themes, and categories important to a social reality. Presenting research findings from qualitative content analysis is challenging. The researcher adopted a common practice to use typical quotations to justify conclusions (Schilling, 2006) and depending on what type of data would be found in the forms, the researcher may want to

incorporate other options for data display, including matrices, graphs, charts, and conceptual networks (Miles and Huberman, 1994). The form and extent of reporting was finally depended on the specific research goals (Patton, 2002).

When presenting qualitative content analysis results, the researcher strived for a balance between description and interpretation. Description gives readers background and context and thus needs to be rich and thick (Denzin, 1989). Qualitative research is fundamentally interpretive, and interpretation represents the researcher's personal and theoretical understanding of the phenomenon under study. An interesting and readable report “provides sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description” (Patton, 2002:503-504).

3.9 Ethical Consideration

Locke and Silverman (2000) argue that it is necessary that researchers obtain approval to work with human subjects prior to starting a research involving human subjects. My study was conducted in accordance with the requirements of The University of Zambia. Prior to the start the Refugee Officer provided the researcher with a written permission to conduct research in the settlement. A copy of the permission letter can be found in appendix E. The approval from The University of Zambia can be found in appendix E. The purpose and the aim of the study were explained to the participants before the commencement of the study. The researcher also maintained an open and honest approach and ensured that the participants were protected. As a way of protecting a participant's right to privacy, the researcher promised to keep confidential of whatever information (such as names, addresses, or other means of identification) released on an individual participant.

3.10 Summary

This chapter has presented the research methods used to collect data. The next chapter presents the research findings.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

In this section, the researcher presents the research findings using research questions as thematic structures. There were three research questions that needed answers from a broader perspective. Prior to presenting the research findings, the researcher presents the demographic profile and this is followed by the thematic components standing in for the research questions as follows:

- 1) Type of life refugees lead in Meheba refugee settlement vis-avis having children getting educated
- 2) Constraints refugee boys and girls face in accessing education
- 3) Refugee children's Motives for staying away from school.

4.1 Demographic Characteristics of Sample

All participants were refugees residing in Meheba refugee settlement. Some children were born and raised up in Meheba and lived all their lives in the settlement while others came into Zambia either alone or with their parents whilst at a tender age. On the other hand parents were recognised refugees in Zambia and have been living in the settlement from the time they came in Zambia. Most of them have been in Zambia for over 15 years. The education coordinators lived in the settlement for over five years and operated within the settlement.

The 2013 age distribution of the sub population of refugees that was studied reveals a substantial bulge in 10–24 year age range, suggesting a higher birth rate 5years ago than at present. A substantial number of women in the 20–24 age groups, about half of those in the 25–29 groups, and a large

majority of the 30–34 year group are married. Men marry about 5 years later but a larger proportion of men remain unmarried at any age than women. At all ages over 30 there are more widowed females than males, presumably because a higher proportion of widowed men remarry. There was little intermarriage within the refugee population. Thus, even among refugee children born in Maheba, very few had mixed ethnic (national) backgrounds.

4.2 Thematic Presentation of Findings

When examining the outcomes of the focus groups and in depth interviews, we must acknowledge a quantitative imbalance between the number of “useful” quotations, on the one hand, and not useful quotations. In addition, we must acknowledge phenomena that were regular and irregular. This is the best way of exhibiting intersubjective experiences of situated action (Weber, 1990). NGO staff had a large comparative advantage in verbal communication capabilities, while the parents and children did not and came mostly from deprived backgrounds, and tended to fear and feel uneasy in these sessions — particularly in view of the many times refugees participated in studies. It should be noted that the views of the respondents were not contradictory in most instances. Younger persons (boys and girls) sometimes appeared to have less remarkable understanding of the living conditions and obstacles to education than adults. Perhaps this could have been due to the fact that these children were threatened and watched by adults as they conversed with the researcher. However, the reader may note that some of the adults tended to blame the actors (i.e., Government and The United Nation High Commissioner for Refugees, UNHCR).

The results are thematically presented, with each section combining inputs from face-to-face interviews and focus group sessions. The thematic discussions are structured around the research questions, according to the themes as follows:

- a) Theme I: Type of life refugees lead in Meheba refugee settlement vis-avis having children getting educated

- b) Theme II: Constraints refugee boys and girls face in accessing education
- c) Theme III: Refugee children's Motives for staying away from school

4.3 Theme I: Type of life refugees lead in Meheba refugee settlement vis-avis having children getting educated

The life of a refugee is not an easy one as it is compounded by many factors. The fact that people are dislocated from their traditional lands creates physical and mental hardships. Their livelihoods and social networks are disrupted and they have to adapt to life in new land and worse still they have to live in a settlement or a camp which has ecological and cultural challenges. Their narratives show that as refugees you have nothing to begin with, in the first place and this has a bearing in supporting the education life of their children and for the children that have no parents, it is a personal disaster. These challenges were echoed by authorities, parents, guardians and refugee children themselves. Refugees used terms like bad, sad, desperate, undesirable, and hopeless to describe their lives in the settlement. In order to appreciate the life of refugees, two subthemes (physical hardships and mental hardships) provide illustrations which typify the type of life led by refugees.

Sub theme I: Physical hardships

Nearly every refugee had some trade but the process of fleeing and confinement created poverty. A carpenter and a bicycle repairer who had no capital had this to say.

Refugees have a trade

Carpenter aged 39 noted

I had to flee amidst killings and while in flight, I left all I was using for my livelihood. I had no money...all the savings remained in the bank...now here, I have to start afresh and it has not been easy going...As for my son who is going to

school, I just have to look for some piece work from the local settler...again if they have something to give you as they too are somehow poor.

Bicycle repairer aged 40 narrated

Back home, we depended on each other. There are no close relatives or friends to go to for supplementary help even borrowing some money. Everyone here is new and no one is better off....It is very difficult to adjust in this environment. I have two children a boy and a girl. It is a sad state of affairs... They are all not going to school. I cannot manage the requisites. There are no jobs here even when I have a trade how do I use it? May be once I manage to get to town and I manage to get a work permit as you can see, we are all living desperate lives.

An example of a situation where one has nothing reveals an undesirable and hopeless state of affairs.

Refugees have nothing

Lonely husband aged 31 father of a 3rd Grade daughter said:

You will never know what it means to be a refugee until you are a victim. When you flee, you may have some money or nothing. There is no property you can have on you. So you have nothing to begin with. Not even a house. I had nothing when I came here and I see myself not recovering from this ordeal. The situation is bad.

Refugees in a loss

Rwandese aged 24 and mother of two complained

I am sad that the standard of living here is very low. As you will observe from one household to another, the living standard is not a real desire, we have lost a lot. We often run out food quickly and what we plant does not take us to the next season. So we have nothing to lean on. So if we have to survive, we have to allow our children help us looking for food than letting them go to school. By the way, what is school for them in a foreign land?

Poor and inadequate food

Congolese aged 40 and father of 6 stated

.....We eat whatever is available. There is nothing to talk about in terms of fruits or vegetables..... Because we have no balanced diet and the food is not adequate, we cannot sell anything to get some money for school needs. We just eat all the food or else we starve to death. This is what makes some us not to think about the education for the children. This is extra headache you see.

Lack of Social networks

Rwandan aged 45 and father of 5 noted

It is a known fact that when a man or woman is forced away from a home as we were from Rwanda...you knows traditional land has this attachment to you... I mean real loveit creates this hardship in you where you have no uncle, brother...to trouble in case you have low cash to send your child to school. I mean people who matter. In a camp like this for years and you do not know when freedom will come. You get confused and depressed.

Sudanese young man aged 30 stated

One of the dilemmas that we face in this settlement is the absolute lack of family and social networks...These wars and long journeys, have allowed permanent separations. You find that many people have no one to look after them even when a need arises like school fees there is always the absence of external support.

Sub theme II: Mental hardships

This theme has been the least ignored among refugees. The fact that refugees have nothing to begin with, in the first place and this has a bearing in supporting the education life of their children and for the children that have no parents, it is taken by refugees as a personal disaster that is emotive and sickening. Interviews and focus group discussions revealed a high prevalence of mental illness among refugees whose origins relate to experiences of persecution in the home country, life challenges in transit and many life challenges in the settlement and not forgetting the challenge of educating children.

Ignored voice

Depressed male refugee aged 35 complained

I have personally spoken to the community development coordinator to do something about my daughter. She is the only little clever child and thing I have. I have asked him to put my child in school under a social welfare support scheme. However, my voice of the refugee is only present here within a predefined context. The voice is listened to under the gaze of the Clinical Officer and is normally directed towards exploring traumatic events in the past and not the needs of my daughter.

Youthful man on medication for post traumatic distress observed

These educational services are rarely provided to refugees. You will talk and talk and your voice will not be heard. One day they will come to you and say you are sick. Yes I agree that I am sick in the mind. I am sad at everything around me. I have no job, no food out of my own labour and my daughter's future is in a limbo...

Useless to seek education for a child

Lonely Ugandan man aged 51 noted

Some of our brothers in the settlement are not able to support themselves because they have mental challenges. While living in our home country, some of us experienced traumatic events and adverse situations such as sexual violence, genocide, torture, political persecution and the loss of loved ones. This is on our minds and we do not see the reason as to why for instance one has to work. Work for whom? And even think about the schooling of a sibling or a child.

Mentally Broken to do anything

Burundese widow aged 36 mother of 4 stated

Refugees often have to travel arduous lengths to collect water because some of the wells are not working and others have dried up. This is very challenging if you have to provide for your child who has to go to school. I have not recovered from ongoing stressors. I have no job and have been raising a family from nothing. The poor quality of accommodation, restricted economic

opportunity, and uncertainty over access to food and water are my major psychological stresses. If you add the burden of taking my child to school.....then I have had it. I hardly sleep andI cannot see what my future will be. I am shy to talk about it with anyone.

Congolese road chairman noted

You are talking about jobs to support your family and even your school going children here. You will just run amok. In this settlement, jobs are mainly done by the nationals. It is not easy for a refugee to be employed by the government. You must show capability and documentation which you may not have and you left it many years ago in your home country. Even the UNHCR does not employ refugees in a good job for the fear that they can know secrets of their fellow refugees and disclose them. This is mind boggling you see. You do not want to look into the future as it is uncertain.

NGO Official explained

Refugees are not job wise. They do the same job as Zambians but they get meagre salaries as compared to their colleagues. The explanation given is that UNHCR does not want refugees to be paid more than that. Refugees get as little as 35 0000 kwacha which cannot sustain one's family. It just depresses you and you have no plans later on of your family especially now madam (meaning researcher) you are bringing in this new dimension of schooling.

Angolan community school teacher said

I have no intention to take my child to school with the little money I get, I can just go crazy. I already have enough trouble on my mind.

Zimbabwean community worker complained

You see I was given this peace work by community Development Coordinator but if you are to know how much money I get you can be surprised. This money is too little that I fail to buy enough food that would take me for a month and not talking of taking a child to school. So I am planning to give up this so called job and concentrate on charcoal burning.

Rwandese young man aged 22 narrated

In 2010 I participated in the re-registration of refugees in this settlement with many Zambians who had a grade twelve certificate just like me but every refugee who participated was paid 40 kwacha as compared to Zambian who got 180 per day. Now what can you call this?

The descriptions above show the fear of more harm on the parents or guardians if the refugee child was to get into school. The parent or guardian feels already exhausted mentally and engaging into future anticipated school demands will just throw them off balance on account of limited or no resources. The repeated fears show a high score on harm avoidance and this relates to a manifestation of traits such as anticipatory worry, fear of uncertainty, shyness and fatigability (Cloninger et al., 1993). These traits are associated with anxiety disorders (Battaglia et al., 1996) and may not be observed by camp authorities.

4.4 Theme II: Constraints refugee boys and girls face in accessing education

Though the two hardships (physical and mental) are appreciated, there is an overlap in terms of constraints faced. Though much work on refugee problems looks at the provision of educational opportunities as a priority, the narratives tend to point to the contrary in Maheba (see Dingemans, 2002; Karanja, 2010). Refugee mothers, fathers, and children over emphasise that education is “the key to the future,” that it will help bring peace to their countries, that despite not knowing “what will happen tomorrow,” education brings stability and hope. They however point out numerous constraints that stand between getting an education and not getting any. Although the researcher spoke to children regarding the constraints they faced in accessing education, it was observed that the constraints were either personal mediated, parental mediated, policy mediated or cultural mediated. The narrations below testify to the constraints that were experienced by refugee boys and girls in their quest to acquire education.

Sub theme I: Personal mediated constraints

Under personal mediated constraints, there were XXX categories of challenges and the following were the noted constraints by category:

Age

The age of the refugee child was critical in accessing school. There were a number of factors that interacted with age and the most common one was age at enlistment in grade 1 or even when re-entering school in other grades. Age also affected distribution of scholarships by UNHCR.

Rwandese aged 37 and mother of 4 noted

When we arrived in Zambia, some of our children were above school entry age...is it seven years if I am not correct.

Rwandese aged 40 and father of 5 stated

My girl is big they say as she was delayed because we wasted time during the war as a result she is not supposed to be in school.

Burundese aged 31 and mother of 3 said

Mine says she is too shy to be with children who are older than her junior brothers or sisters.

Road chairman aged 58 and father of 6 said

My boys have decided not to attend school because they are over age. Besides United Nations High Commissioner for Refugees is not offering scholarships.

Location of school

In both focus group discussions and interviews, it was noted that the location of school in the settlement was a hindrance to education. This is because

many schools are found far from children's homes. So many children are forced to travel long distance to schools. Refugee children especially young ones fail to cover the distance and decide to stay at home.

NGO Official explained

In this settlement some schools are out of reach of children like Meheba secondary school .This is the school that I personally consider to be located outside the settlement, the distance to and from is too much for children to cover. This therefore makes it difficult for children to attend this school. An example I can give is children who come from zone G, H, F even if there able to pay the 250 for day scholars, they are hindered by the distance. As a result, children fail to attend this school.

Rwandan aged 42 and father of 5 noted

I cannot risk my children's lives in the name of school. In this Zone we do not have a school, the only option I have is to send my children in zone D which is very far almost 32 kilometres every day.

Burundese girl aged 8 stated

I don't go to school because the school is very far. I have to wake up every day around 04hrs and passing through the bush alone.

Rwandan boy aged 7 years noted

Madam (referring to the researcher) I do not go to school because the school is very far and I am afraid of being bitten by a snake or being kidnapped.

Angolan boy aged 10 said

I failed to go to school because in our zone there is no school and also my neighbouring zone has no school too.

Congolese boy aged 16 noted

I really want to go to school, but the problem I have is with the location of school. I should have been at Meheba secondary school, now the distance between my home and school is too much for me to cover.

Mental illness

It was agreed in the interviews and focus group discussions that many refugee children suffer from ongoing stress and trauma due to war-related trauma and the pressures associated with migrating to another country. In this settlement we have many children, young people and parents who are mentally challenged. This has affected access to education for children because they cannot attend school, neither can parents support education of their children when they are sick.

Rwandese girl aged 14 narrated

Both parents went mad when we arrived in this settlement United Nations High Commissioner for Refugees took them somewhere that I do not know but after some day they were brought back in the same state so how can I go to school?

NGO Official explained

In this settlement some children are mentally challenged, we cannot sponsor them to any school neither can they be accepted by any school.

Road chairman aged 40 and father of 7 lamented

Madam(referring to the researcher) in this zone we have about 5 young men who are mentally challenged, they cannot go school all they do is to move about with bags that contains rubbish, and others are very violent they beat up people such people cannot go to school due to their mental problem.

Being orphan

It was revealed that many children in the settlement are orphans. As you may know when war broke out in our country there was a massive movement of people running away from war zones or Countries. It was either people were internally displaced, or they went outside their country. In the process however, some died, others became crippled while others went separate ways. In most cases children were victims of such incidences because they got separated from their parents. It is either parents die or they went separate ways. As a result children became orphaned; they will have no one to support or fend for them, or pay their school fees. It therefore becomes impossible for such children to access education. The excerpts below attest to orphaned

Rwandese girl aged 18 explained

Madam(referring to the researcher) I lost both my parents in Kibeho in Rwanda which was a camp for displaced people, since then I have been all alone, how can I go to school?

Rwandese orphan boy aged 18 years noted

Mammy (referring to the researcher) you know my situation... I lost my father here in this settlement in 2003, and then my mother went missing in Lusaka with my 3 siblings in the following year that can then support me?

Angolan orphaned boy aged 17 said

School.....school is for those who are happy with their parents; I got separated from my parents in the bush in Angola. I do not know where they are, all I am worried about is how to put food on the table only, as for school.....ouch.

Burundese orphaned boy aged 16 stated

Going to school me want now the problem is who will feed me and my sibling? My mother died in Congo, my father died of a snake bite here in the settlement, I am the one looking after my siblings, if my parents were alive I should have gone to school, now it is impossible.

Lack of academic documents

The findings from interviews and focus group discussions revealed that lack of academic document or proper documentation so to say for previous education is an obstacle to the access of education. Most of the young people who are supposed to be at secondary and tertiary level are at home because they have nothing to prove that they have been to school in their countries of origins. This is because when they left their homes all the papers remained others were destroyed in their houses, even those that managed to escape with them; they got lost on the way due to hard and long journey. The excerpts below attest to lack of academic papers.

Congolese young girl aged 24 narrated

All my papers that prove that I have been to school went with water when I was trying to cross Congo River in Congo so I have nothing to show.

Angolan young girl aged 19 narrated

My academic papers were destroyed by UNITA soldiers in Angola so I have nothing to prove that I was once in school.

Sudanese young man aged 26 narrated

I left my home country in hurry I could not pick my diploma, when arrived here I went to ask for a place at a college, I was told to apply and attach previous academic papers which I don't have so that is how I failed to continue with my education.

Rwandese young girl aged 22 narrated

Whist in Rwanda our house was burnt to ashes; all my report forms were burnt so here I was told to go back in grade 8 simply because I have nothing to prove that I was in school in my country.

Ugandan aged 52 and father of 7 complained

My children lost all academic papers when we were running away from war, so they were told to say unless they produced something to prove that they were in school back in my country then they will be able to be enrolling. Since they did not have, they did not enrol.

NGO official explained

You see madam (referring to the researcher) many young people have no papers to show that they were in schools in their countries now it is very difficult to be offered a place in schools and if we ask them to go into grade 8 they refuse saying that they are too old to be with children.

Lack of Information

Interviews and focus group discussions pointed to lack of information about learning institutions in the country or news related to what schools are able to offer as an obstacle to accessing education. Refugees who felt they had preliminary qualifications lamented about the location of schools and colleges. The excerpts below attest to lack of information.

Congolese young man aged 19 said

When we ask the education coordinator about schools and colleges that are near, we are not availed any information.

Angolan parent aged 52 and father of 8 observed

I have been living in this settlement for over 20 years but I have never seen or heard anybody organizing young people and telling them about institutions of learning which are available....nothing of this sort exists.

Burundese young man aged 26 remarked

I have never seen or read any brochure about schools in Zambia, or seen any notice informing people about a certain institution enrolling new candidates not to my knowledge. The only brochure or magazine that I have seen is for UNHCR.

Sudanese young girl aged 19 noted

Here in this settlement we do not watch television, where do you think we can get the information that certain institutions are enrolling from?

Congolese youth aged 28 stated

There is an officer that is responsible for education but he is specialised in informing us about our status as refugees. Even United Nations High Commissioner for Refugees official is just concerned with other thing such as meeting with United Nations High Commissioner for Refugees officials from Geneva or with

delegations from our countries to remind us about repatriation, campaign for refugee leaders, sensitisation about HIV/AIDS and other related illnesses, registration etc.

Rwandan young man aged 28 remarked

In this Settlement there is nothing about general welfare like schooling and places...On the notice board the only thing which is found there are the names for those to attend interviews for resettlement, those who are needed by the refugee officer, reminders of events that so.

Sudanese young man aged 24 observed

There is nothing about educational information here even the same Albert Einstein German Academic Refugee Initiative Fund (DAFI) is known by the people who are in Lusaka or those whose relatives are already in the (DAFI) system.

Unfair distribution of scholarships

It was agreed that the distribution of scholarships in the settlement was not fairly done, some of the children have very good result that could take them to a college, university even at secondary school, but the problem is that they are not considered when offering scholarship no matter how much they apply. This has hindered their access to education.

Congolese boy aged 16 said

Madam (referring to the researcher) in this settlement scholarships is given to some and denied to others, I really do not know what criteria they use to offer scholarships.

Sudanese young girl aged 18 complained

I passed grade nine with very good result, but I have applied for more than three times for a scholarship but to no avail, I have seen those who finished their grade nine after me being sponsored, really I do not understand.

Rwandese young boy aged 20 complained

I completed grade twelve in 2010 with 14 points, I applied for a scholarship with the Albert Einstein German Academic Refugee Initiative

Fund(DAFI) but I was not picked, but all I get is that those who reside in Lusaka are offered scholarships as Meheba residents even during interviews, some are given a lift from Lusaka to come and do the interviews here, I think it is unfair.

Exorbitant school fees

It was noted that when a child is sent to a boarding school, the fees become a problem, they pay more than 500 for boarders, and above 200 for day scholars, as for tertiary no comment. As a result so many children are at home because they cannot afford the required school fees.

Burundese woman aged 36 and mother of 4 noted

My fellow woman (referring to the researcher), 2 of my children passed their grade nine properly but I have failed to send them to secondary school because the fees are too much I cannot afford.

Ugandan girl aged 17 explained

Madam(referring to the researcher) I was doing grade 10 at Meheba secondary school but what made me not to continue is because my parents could not manage to pay school fees which is too much for them to afford.

Angolan boy aged 18 remarked

You see mama (referring to the researcher) I dropped out of school because my father could not manage to support me. I was a day scholar at Meheba secondary school and I was paying above KR 250, this money was too much for my father to find. So he told me to drop out of school.

Sudanese young man aged 20 noted

I completed my grade 12 with good results worthy to take me to a University or a College however when I got a quotation I realised that the fees were too much for my parents to afford then I decided to stay home. This situation forced me into early marriage

Xenophobia/Discrimination

Interviews revealed that some children or young people fail to access education due to being sidelined. Some of the nationalities are not recognised

in the registry simply because they are a minority. They are referred to as others. This in itself is a hindrance to education because they cannot be remembered if an opportunity for scholarships comes up. Both interviews and focus group discussions revealed that both refugee parents and children are victims of discrimination and xenophobia. The notable concepts that could be captured are: discrimination, harassments, exploitation, sidelined either by nationals or by refugees themselves and this has affected education for most of the children.

Sudanese young girl aged 21 complained

I do not go to school because I am not known. If there is a fund meant to support few students, we Sudanese are left out because we are sidelined. If I apply or send complaints to United Nations High Commissioner for Refugees (UNHCR) upon reading my identity, the application is thrown in the bin and the chapter is closed.

Somali girl aged 14 complained

I was doing grade nine at Meheba D primary school but I left school because I was not called by my name instead I was addressed as weak Somali, (meaning you little thing) even little children would call me ka Somali. During break time many children would shout at me saying Somali woooooooooooooh. Due to that I left school and decided never to go to school again.

Somali girl aged 15 lamented

Madam (referring to the researcher) you see we Somalis are not liked, you know I was doing grade eight, then one day I fainted it was during break time, believe you me nobody I repeat nobody including teachers came to take me to the nearest clinic, instead they went to call my fellow Somalis from their homes to come and take me to the clinic, now madam (referring to the researcher) suppose it was a complicated issue that needed an emergent attention wouldn't I have died? From then I told myself never to go back to school.

Congolese aged 62 and father of 8 complained

One of my sons stopped school because he was always addressed as Kasai by teachers and fellow pupils. Any slight mistake committed by a Congolese is blamed on Kasai. So it seems like there is a history behind Kasai that is making every Congolese to be called a Kasai

Sub theme II: Parental mediated constraints

Parents are considered to be the key players in the education for the children. They provide financial, moral, spiritual support to the children. The contribution of a parent toward the education of a child is the most significant element in the educational life of a child without which a child cannot achieve anything in life. It was however revealed in both interviews and focus group discussions that the following parental constraints hindered education for the children.

Illiteracy among parents

It was agreed that many parents in the settlement are illiterate; very few can read or write. Those that are educated do not live in the settlement; they usually flock into townships to look for jobs. It is very difficult for illiterate parents to support education of their children as they do not value it.

NGO Official explained

Most parents in the settlement are not educated. This therefore makes it difficult for them to contribute to the education of their children. Most of them spend time in bars drinking beer and fail to contribute to the education of their children.

Rwandese father aged 45 said

I cannot waste my time educating a girl because at the end of the day is the husband and his family that will benefit. So I prefer marriage.

Burundese girl aged 16 noted

My father told me that he cannot pay even an ngwee to send me to school because my mother never went to school and yet she gave birth to me and my siblings. So the best is to get married and start my own family.

Angolan girl aged 17 explained

My parents refused to send me to school by telling me that even them they have never been to school and yet they gave birth to us and raised us up without education .

Burundian aged 40 and father of 6 remarked

*School?uuuuuh.....why should I send my daughter to school?
What is she going to benefit? I have no money to waste.*

Failure by parents to pay school fees

It was noted that education is not free in the settlement. Many parents are made to pay school fees which they usually fail to pay and children are sent away. Parents are forced to pay school fees for their children; however it is a little bit easy at primary school. When it comes to secondary and tertiary education parents simply tell their children to stay at home because the fees are too much.

Congolese aged 30 and mother of 3complained

In this settlement we are forced to pay school fees for our children once one fails to pay, the child is expelled from school. However it is somehow manageable at primary level but it becomes worse at secondary and tertiary level.

NGO Official noted

One day when I was doing my field work, I was confronted with a situation where I did find school going children playing at home whilst their parents had gone to the farms. When I asked them why they are not at school, they told me that their parents have no money to pay at school that is why they were told to stay at home. Sometime I do pay my own money from my own pocket. Imagine....

Old people as parents and guardians

The findings revealed that many children live with old people as parents or guardians. Their parents have either died leaving them with their grandparents, or they are kept by old people as guardians who are unable to support their education.

Rwandan girl aged 16 stated

I cannot go to school because I stay with my grandmother who is too old to pay my school fees.

Congolese man aged 65 noted

I cannot send this child to school, as you can see she is the one that does everything in the house, so if she goes to school I will have no one to get me water to drink, or send moreover I have no money to pay her school fees.

Burundian boy aged 12 stated

My father is very old, he does not see (blind) even to go to the toilet I have to guard him now who can buy me uniform or pay the money?

Congolese boy aged 16 explained

You see when my parents died I was picked up by this old woman, she cannot manage to buy me a book or a pen all she is worried about is how to feed me.

Sub-theme III: Policy mediated

Policies were observed as barriers to access education and to raise an income among refugees to enable them meet their daily needs. No matter how much refugees tried to access school or raised money, they tended to fail because of some policies. It is also very important to mention that some policies do not favour refugees but add burdens on them. Among the policies include Categories like: school fees, language, and education policy by United Nations High Commissioner for Refugees, and school materials.

School fees

It is evident that school fees are an obstacle in a refugee life. It is a rule that one needs to pay before being registered in a school. School fees have been abolished by the government at primary level in order to attract many children. Despite this fact, schools are charging some fees about 10 kwacha rebased. However at secondary level pupils have to pay full fees for them to be

registered. Refugee children are not exceptional. In this settlement education is not free from primary to secondary; every child has to pay school fees before being allowed to be in school more especially at secondary level. The following excerpts represent the voices of the people

NGO Official explained

Education in the settlement is free of charge despite the little fees parents need to pay. This is because the set up here is not pure United Nations High Commissioner for Refugees (UNHCR). The problem here is that refugees misinterpret the system. When we assess the vulnerability of the family, the 10 kwacha rebased which is charged to grade ones up to grade seven and the 100kwacha rebased to grade 8 and 9 per year we do pay it of course we follow our criteria and it is not every one who is catered for. As for secondary and tertiary education, we don't sponsor any one.

Angolan aged 39 and mother of 5 said

My two children who are supposed to write their G9 exams were not allowed to shed because I failed to pay school fees.

Burundese aged 30 and mother of 4 lamented

I went to register my children in different grade then I was told to pay 10 kwacha for each child, when I told them that I did not have the money then I was told to come back when I will have the money ready with me, up to now my children are at home.

Sudanese boy aged 16 complained

I passed grade nine with very good result and I was selected to Meheba secondary school, when I reported I was told to pay the sum of 600 kwacha without which I will not be allowed to be in school. I was forced to come back home and stay.

Burundese aged 33 and mother of 4 complained

We are forced to pay school fees for our children once one fails to pay a child is expelled from school. However it is somehow manageable at primary level but it becomes worse at secondary and tertiary level. We tried to complain to UNHCR but the answer we were given is that the fees that we are charged are used to pay the watchmen and other things. According to our knowledge such people are paid by the government, how then can we say that education is free?

Study Permit

It was observed from both interviews and focus group discussion that the use of study permit hinders refugees from accessing education. According to the 1971 Refugee Control Act, refugees should be confined in a camp or settlement. This therefore entails that education for children must be provided within the settlement. Once one has a chance of being sponsored outside the settlement then, a study permit is needed to allow the person to move around. When a pupil is caught without a permit outside the settlement he/she is sent to jail immediately. The processes of acquiring a study permit are too complicated coupled with the charges or rather the amount of money one has to pay in order to have it, it is too much for a refugee child to afford.

NGO Official observed

We have realised how dangerous it is to sponsor a pupil outside the settlement because most of refugee pupils do not have study permits which make them to remain confined within the school premises for fear of being arrested for being outside the settlement illegally, so we have decided not to sponsor anyone outside the settlement.

Sudanese young man aged 25 said

We young people in this settlement cannot go to school outside the camp because we do not have study permits.

Failing business innovations due to restrictions

Refugees are hard working people, apart from farming and rearing animals, they can also do small scale business. It was noted in the interviews and focus group sessions that restrictions restrain refugees from engaging in business outside the settlement. The use gate pass allows refugees to move from one place to another and not to reside or do business outside the settlement and the waste part is that the same gate pass need to be renewed from time to time as it is given few days. Once one is caught by the immigration of Zambia outside the settlement with a valid gate pass doing business, the person is

automatically sent to prison without any trial for doing business illegally without a work permit. If the person was running a grocery or a stand the nationals move in quickly to loot everything leaving the shop empty hence the collapse of the business. The following narratives attest to restrictions.

Rwandan aged 40 and father of 6 explained

I had put up a kantemba in solwezi which was helping me to educate my children, unfortunately, I was arrested by the immigration with my children due to the fact that we are refugees and we are not allowed to do business in any town neither residing in any town using a gate pass. we were released and taken back to the settlement, and warned to never go back into town, once we are caught again we will be repatriated or locked up permanently.

Congolese aged 42 and mother of 7 complained

You see madam (referring to the researcher) three of my children were arrested by the police because they were found in Manyama selling fish without a valid gate pass. Now they are still in the cells so I have been fined now where will I get 1200 kwacha to pay?

Burundian man aged 50 and father of 7 stated

In 2006, I left for Lusaka, and managed to set up a grocery but due to lack of self employment permit, I was arrested by immigration, my grocery was looted when released, I was brought back here to the settlement and my children are with me at home as I have no means of support their education.

Lack of school materials

It was noted that refugees have to provide school materials without which a child cannot attend school. Some of these materials include: uniforms, books, pen, a desk, mathematical set, groceries, shoes, socks and so on. Excerpts below presents hardships worth noting.

Burundese aged 28 and mother of 3 complained

My child was sent back home because she was not in a uniform up to now she is at home and I do not know where to get the money to buy the uniform.

Congolese aged 32 father of 3 and block chairman explained

Our children really want to be in school. The problem is that the demands are too much, we have to provide school fees, in addition to books, uniforms, shoes, desk a times. And many of us fail to meet the demands as results we choose to keep our children home. For those who do not have parents it is worse.

Language

The finding from both interviews and focus group discussions revealed that many refugees do not access education due to language. Language does not affect only those who want to access education, but also those seeking formal employment and piece work outside the settlement in order to support the education for their children. Language has affected refugees' lives in many ways. They cannot ask for piece work due to lack of communication, they cannot neither be employed since they do not speak English, nor can they be offered a place in school due to language. Meheba refugee settlement is a combination of different nationalities who speak different languages. This makes it very difficult for refugees to communicate with Kaonde people.

Burundese young girl aged 22 explained

In my country we used French as the official language, before I ran away I was doing grade 10 upon reaching Zambia I tried to go to school but due to language problem I was told to go back to grade six, I refused and decided to join farming.

Rwandese young girl aged 28 explained

In 1999 when I arrived here in this settlement, I frequented Meheba secondary school in search of a place as more pupils kept on asking for places, then a kind of test was prepared to evaluate our English knowledge so that we can be used in, unfortunately many us who had no English background failed and we were told to go back to grade 4 or 5. Only Sudanese, Ugandan and Namibians were accepted. That is how I lost hope in education.

Congolese aged 47 and father of 6 observed

We refugees like education but we are failing because of language. My daughter has a paper from Congo when we arrived here she wanted to continue her education, she was then transported by United Nations High Commissioner for Refugees (UNHCR) to Lusaka to do the interviews but due to language she could not go through.

Sudanese young man aged 28 noted

We Sudanese unlike other nationals, we do not speak any local language; this has made it very difficult for us. We cannot find piece work due to language problem.

No durable education policy by UNHCR

It was noted that United Nations High Commissioner for Refugees (UNHCR) has no permanent policy regarding education for refugees. It seems the education for refugees is offered accidentally. Refugee children really feel like their education is not being offered accordingly. In the settlement there is no specific office that deals with educational matters, there is no plan which was set up regarding refugee's education. Each person is free to do whatever he or she likes as there is no rules.

Congolese aged 60 father of 5 and church elder explained

I am sure that United Nations High Commissioner for Refugees has no policy guaranteeing us quality education. Imagine some of our fellow refugees who are under their scholarships are sometimes sent away. When they approach the authorities, the answer given to them is that we have no money, or do you think the United Nations High Commissioner for Refugees manufacture money? In such situations pupils have to wait until they pay. This affects them because by the time the money is paid, the term would be ending. Can we say that the children have benefited our children something?

NGO official confirmed

To say the truth United Nations High Commissioner for Refugees has no money, the donors have withdrawn their finances and moreover education is a small component in our programs, there other toning issue that need attention than education. So funding education for refugees is not the main concern. We have shifted our attentions towards repatriation this is why we are encouraging refugee to repatriate

Sub theme IV: Cultural mediated constraints

Culture also is a critical factor in accessing education. The findings from interviews and focus group discussion stressed that Meheba refugee settlement is a multinational settlement. People have different cultures and beliefs and that each culture is unique in its own way, and it is respected by the owners. The following were mentioned as cultural hindrance.

Religious taboo

Religious belief was agreed upon as a constraint to schooling IN both interviews and focus group discussions. Some children and young men are at home because of what they believe in. Zine (2001) just like what is described below reports discrimination in camps in Canada around religious beliefs and practices. This discrimination also is a big challenge faced by refugee pupils especially Somali pupils in accessing education.

Somali aged 37 and father of 3 noted

Here in this settlement we Somalis are hated because we are Muslims, we are usually referred to as terrorists, criminals, trouble makers, and this upsets us and sometimes we are prompted to defend ourselves. To avoid this confusion, we keep our children at home.

Somali girl aged 16 stated

I cannot go to school because of the dressing code. In schools they wear uniforms, and me I cannot wear it because our religion forbid it. Women are expected to wear hijab other than that it is considered to be a taboo.

Somali aged 30 and mother of 2 explained

I cannot send my daughters to school naked; our children are taught to dress in hijab as earlier as tender age. To me I would rather keep them at home than disrespecting our culture in the name of school. Our religion is very strong.

Somali young girl aged 28 noted

I cannot waste my time going to school because there is no school that can accept that I should be dressing differently from others. Until the Muslim establish their own school in this settlement that is when I will go school, before that nooooooo.

4.5 Theme III: Refugee children's Motives for staying away from school

Motives in qualitative research are the counterparts of reasons in quantitative research (Bleikie, 2000:59). The illustrations of the categories below show the positions refugees have whether or not children go to school for the stated positions. Noting that this inquiry is naturalistic as Gubrium and Holstein (1997) and Miles and Huberman (1994), it is a research prudent to establish the motives for what they (refugees) do for and against education. Using Max Weber's approach of interpretive sociology, *verstehen* will be used as a framework to show the motives.

This is a description of the first-person participatory perspective that agents and in this case refugees have on their individual experience as well as their culture, history, and society to use in explaining preferences and expectations. Therefore *aktuelles verstehen* will be used to indicate the motives or purposes (teleology) of particular actions or positions that refugees have towards going to or not going to school. Von Wright (1971) submits Max Weber's position on the teleology of *aktuelles verstehen*. Teleology—or purposiveness—is a distinctive feature of human action. Human actions take place in order to bring certain future states of affairs about, not merely because certain past states of affairs happened. Two themes of motives within *aktuelles verstehen* were generated and these are (a) because of motives and (b) in order to motives. Because motives were reasons or actions that had a bearing on the past experiences whereas in order to motives were reasons or actions made that had a bearing into bringing certain future states of affairs about. Motives actually are based on experiences or perceived benefits or threats. This section will advance illustrations of parts of speech that may have been covered already but this time, the emphasis is to exhibit motives. This is demonstrated by making bold the concepts “because of” and “in order to” as well as their synonyms in the descriptions.

Sub theme I: Because Motives

Because motives that appear below have a distinctive feature of actions among refugees that take place in time and space because certain past states of affairs happened. A motive with a past orientation is given in the following examples embracing **because of**.

Early marriages

Being a refugee is not an easy thing, in the refugee society, girls have been turned into a source of income. They are being married of against

their will simply because parents need money to support other children at home. Parents simply negotiate how much money a girl should be sold without the involvement of the person in question. This hinders education for them because they are either pregnant, or busy with home issues and in most cases their husbands are not willing to take them to school due to poverty and hence they live in permanent poverty.

NGO Official observed

In this settlement, refugee parents do not value education for girls. Some parents believe that girls should be married because they are poor.

Angolan aged 20 and mother of 2 explained

I was doing grade nine when my parents married me off to my husband thereby interrupting my education, I am now a mother of 2 I have no hope of going back to school. This was because they saw that I was growing and school was not meaningful to them.

Rwandese girl aged 17 noted

I cannot go to school because I am scared of being laughed at by my peers. I was already a big girl to be attending primary education. My mother married me off to a man whilst in grade eight and after a month I left the same man house because I did not love him at all.

Burundese woman aged 20 and mother of 2 narrated

You know mama (referring to the researcher) life is crazy I abandoned school personally, and run away because I wanted an experience...I already had a man of my own for a husband. My parents had no idea about my marriage arrangement I just woke up in the morning pretending to go to school that is how I disappeared and now school is in my dreams.

Domestic work

It was clearly stated in the interviews and focus group discussions that many refugees are manual workers. Not only because they are refugees, but even where they come from people used to work using their energy. Some do the piece works within the settlement while others go out of the camp for piece work though risky, others go farming still others are

charcoal burners and business people. School going children are not exempted from this. They choose to abandon their homes and go to the nearest townships to do domestic work such as being house maids, shop keepers and so on to try and find money to help themselves with their education and in most case to help their siblings at home, others are sent by parents to look for piece works. consequently, these children fail to access education. This is what people had to say

Congolese aged 48 and mother of 4 noted

My dear(referring to the researcher) I am a refugee and my children are also refugees, because we refugees believe in working hard using our energy so I prefer sending my son to go to Lusaka and find something to do than going to school

Rwandan young man aged 20 said

Am a bicycle repairer and I am very comfortable with this, besides I am also a farmer, so I cannot go to school because this is my life. I have to use my hands and energy for me to put food on the table.

Burundian aged 40 and father of 5 noted

This child you see here cannot go to school because school will make him weak. He should do what others do either to join me on the farm or go to the bush and burn charcoal

Sub theme II: In Order to Motives

In order to motives or so that motives that appear below have a distinctive feature of actions among refugees that are expected to take place in time and space to facilitate future states of affairs happening or not happening. A motive with a future or present orientation is given in the following examples embracing **so that** or **in order to**.

Uncertain Future

Concerning the future of their children, both parents and refugee children alluded to the fact that their future was uncertain and as such saw no point in educating their children in a country they are uncertain of and in a language they may not use for life. They considered doing things for the moment that would spur them into the future. The following narratives attest to futurist events:

Somali aged 35 and father of 3 stated

You have asked me about my future and that of my children...Ours is not known and we see no point in educating our children in a country they are uncertain of and in a language they may not use for life. I too need to settle down so that I can educate my children

Rwandan aged 48 and mother of 7 noted

We are here today and tomorrow we will be somewhere else. The government may relocate us. We really do not know what the future holds for us. We cannot embark on project of educating our children.....For the sake of our future, we just do what we can for a living....This has made our children suffer as they do not know how they will be tomorrow.

Burundian young man aged 26 old remarked

We suffer the constraints of not going to school because our future is not known, we are here today but we do not know where we will be tomorrow. In order to keep going, we just play, hunt and gather whatever we can in the forest.

Congolese 50 and father of 6 explained

How can I plan for my children's future when I do not have a place to call my own? It is very difficult for people like me to plan for the future. I need a permanent residence in order to plan very well.

Preference to earning a living

It was revealed in the interviews and focus group sessions that refugee children opted to doing something that would put food on the table at the end of the day than going to school. As such

many children are engaged in small businesses, farming and charcoal burning etc in order to earn a living.

NGO Official observed

In this settlement school going children abandons their homes in order to do some domestic work. A typical example where children go is Manyama which is an economic zone, others go to Solwezi, whilst others go as far as Lusaka.

Congolese young man aged 24 said

I do not go to school in order to secure my family and my future. I just have to do some piece work. At the moment I am doing part time business...selling these grounds nuts. I am planning to get to Lumwana and see if I can establish myself.

Rwandese aged 52 and father of 7 complained

We refugees are not job wise. We do the same job as Zambians but get meagre salaries. We cannot pay school fees and in order to try to educate our children, we burn charcoal. ...If we were working as plumbers, refugees get as little as 350kwacha which cannot sustain one's family. That is why we do other things....

Preferential Scholarship

Scholarships have been and will always be a dilemma in the life of refugees in as far as where access to education is concerned. Very few children have access to scholarships. The interviews and focus group session revealed that refugee parents are asked to sponsor their children when they reach secondary and tertiary level. This therefore has contributed to the low numbers of children who are accessing education a situation which is regrettable.

NGO Official explained

In order to keep low numbers of those to support, refugee children are asked to pay some fees when in secondary school... our capacity is to support only those who are in primary school (few) and not everyone who is catered for.

4.6 Summary of the findings

Chapter four has presented the findings on the constraints of accessing education among refugee children in Meheba Refugee Settlement in North Western Province of Zambia. Physical and Mental hardships typified the lives of refugees in the settlement. Personal, Parental, Policy and Cultural mediated constraints were recognised as hindrances to the access of education among refugee children and young people in the settlement and finally the because of and in order to motives represented the position refugee children hold with regard to going to school or staying away from school. The next chapter presents the discussion of the research findings.

CHAPTER FIVE

DISCUSSION

5.0 Overview

This chapter discusses the findings of the study. The findings are initially discussed using research questions in order that the research outputs are thematically shown in relation to the problem the study had from the beginning. Explaining the meaning of the results of the study to the reader is a prime purpose of the discussion of findings' section, (Dean: 2002).

5.1 The Answers to the Research Questions

It is prudent that at the end of an inquiry, answers to the research questions or those using objectives phenomena related to them are shown (Yin, 2008 ; Creswell, 2005). In this study, the researcher opts to use the research questions model than objectives because research questions are the essence of most research conducted and in this study, they acted as tools to think with in generating knowledge to fill the gaps that existed before the inquiry (Blaikie, 2000; Mertler and Vannatta, 2001). In general, research questions are “specific questions that researchers seek to answer” (Creswell, 2005: 117). According to Maxwell (2005:69), “research questions state what you want to learn”. Therefore, the answers to the three research questions are set as follows:

Research question 1: What type of life do refugees lead in Meheba refugee settlement vis-avis having children getting educated?

The life of a refugee is not an easy one. Refugees lived a sad, bad, undesirable, desperate, and hopeless life in the settlement that they could not support their children going to school. Two subthemes describe the hard life. The first relates to physical hardships and the second one is

associated with mental hardships. Under these two subthemes support for the children's education was not possible.

Research question 2: What constraints do potential school going refugee boys and girls face in accessing education?

Numerous constraints stand between getting an education and not getting any. The constraints were either personally mediated, parental mediated, policy mediated or cultural mediated.

Research question 3: Why do refugees children opt staying away from school?

The positions refugee children have demonstrated dual motives. These are (a) because of motives and (b) in order to motives. Because motives were reasons or actions that had a bearing into the past experiences and prominent among them were Early marriages and Domestic work . In order to motives were reasons or actions made that had a bearing into bringing certain future states of affairs about and these were centred on an uncertain future, preferential scholarships offered to refugee children and preferences that refugees had that favoured earning a living.

5.2 The Meaning of This Study

While refugees are displaced from their home country, the United Nations High Commissioner for Refugee (UNHCR) and the host nation become the source of hope and livelihood. The descriptions in this study show the contrary. Refugees have shown that they are particularly vulnerable with distinctive needs and suffer untold misery. The Meheba refugees represent a sample or a microcosm of the wider community affected by displacement. These refugees have not fared any better than the resident communities as research elsewhere has shown (NRC, 1998; UN, 1999).

There are numerous constraints that stand between getting an education and not getting any.

There are costs of education to be met by refugees in an environment of absolute poverty. This distracts learners from school and it is compounded by the fact that refugees are powerless and the community they live in has low social capital - features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit' (Putnam, 1995: 67). Whether social capital is a prerequisite for collective action to succeed, or especially among refugees, whether indeed collective action is necessary to build social capital is debatable (Anand, 2003: 232). It would appear in Nyabasati Refugee camp in Uganda; however, that low social capital in the refugee community was part of the struggle to take collective action. It has been hypothesized that some communities may have low social capital due to their social heterogeneity, which is often the case in Maheba where you have refugees of more than one nationality.

Beyond this, if we contextualise the findings, we see a common pattern of events in Africa and the West. These findings on mental illness support previous work which showed that refugees experience itself contributes to the overall stress response (Herceg et al., 1996; Martic-Bocina et al., 1996; Steel et al., 1999). Nearly every household had a story to tell that carried with it signs and symptoms of Post Traumatic Stress Disorder (PTSD). There are a number of reasons why the study produced a higher rate of potential Post Traumatic Stress Disorder than what is seen in the study by Thulesius and Hakansson (1999).

Evidence from this study suggests that distress plays an important role in the emotional and behavioural adjustment of Maheba refugee parents and adolescents over time in making decisions whether children ought to go to school or not. This study's findings support in part the theory on mental health of refugee children, which argues that the family and broader social support systems play a critical role in children's recovery from war- and

displacement-related stressors (Pine et al., 2005; Burke, 2006; Betancourt and Khan, 2008).

McBrien (2005) noted that the profile of recent refugee pupils and youth has been recognized in the United States of America with the large majority having a history of trauma, multiple displacements, extended stays in refugee camps and severely disrupted schooling. He further reported that associated psychosocial stress however can hinder refugee children's ability to learn, perform adequately in school, and develop peer support networks

Heptinstall et al., (2004) alluded to the fact that the experience of displacement from one's home country is often a significant trauma and loss for refugees of all ages. Refugee children and young men and women are forced to leave behind all they have ever known, including friends, communities, schools, homes, and family members and live their entire lives in refugee camps and settlements. Many refugee children suffer from ongoing stress and trauma due to war-related trauma and the pressures associated with migrating to another country, disruption in schooling, exposure to violence, and extensive deprivation which has an impact on the cognitive, emotional, and behavioural development of refugee children.

Physical hardships are not new in refugee studies. The social exclusion among refugees and by the host country as shown in this study of compelling refugees to live in camps and settlements is commonplace (Nsolo, 1995). While Zambia is generally hospitable towards refugees and asylum-seekers, lack of movement by refugees makes it very difficult to promote self-reliance among refugees (United Nations High Commissioner for Refugees, 2012). The 1970 Refugee Control Act excludes refugees from full participation in economic activities outside the camps or settlement unless they have a permit (Nsolo, 1995).

A critical examination of language barrier is one aspect this study has brought out as a cause of failure to access education. This is not far from the findings by (Mollica, 1987; Richman, 1998) among refugees who were experienced prolonged asylum and loss of culture and support (Steel et al., 1999). It is evident that such suffering could have a negative impact on their social psychological well-being. Furthermore, language and ethnicity are factors that were observed in this study to inhibit access to education. Like other studies language is a limitation to the refugees education because, the support which is given to the pupils whose background in not English cannot help teachers to provide the type of services needed (Doyle ,2008).Teachers lack the knowledge and experience to deal with children who are traumatised as they are not psychologists (Rong ,1998). This situation is also applied to Australia and Sweden. In addition to this, refugees in the United Kingdom are denied the access to education due to language barrier. Those children whose mother tongue is not English have no access to school place (Paloma, 2010).

Refugee children are bullied, discriminated in and outside school environment and teacher have no knowledge to deal with such behaviours (Paloma, 2010,and Campbell, 2006). Like Zine (2001) who reported that pupils within Canadian schools negatively stereotyped Somali refugees and that school children often tease foreign-born peers about their Arab names. Somali students in Maheba were often alienated for displaying outward signs of their religion, such as wearing hijab and fasting during Ramadan.

The economic cost of education at a personal level and at institutional level has been acknowledged not only in this study but in studies within Africa. Like Kenyan parents, refugee parents and guardians whose children access free primary education must shoulder the burden of providing school-related materials including exercise books, textbooks, uniforms, and, in some cases, a desk for one's child. The precarious economic situations of refugees in Nairobi make it difficult for many of them to support their children's education, even when access is available (Karanja, 2010). In South Africa for instance the Education Right Project have been

campaigning for complete abolition of education fees among refugees (Roith mayor, 2002; Fleish and Woolman, 2004). The argument put forward in favour of education fees abolition is that abject poverty acts to inhibit education access (Centre for Applied Legal Studies, 2006 ; Fleish and Woolman, 2004). In Zambia, school fees have not been done away in practice but have been done away with on paper. This was supported by refugee parents and children who acknowledge the fact that they are charged certain amount of money in order to have their children enrolled in schools. In a similar incident, the education coordinator in the settlement attested to the fact that during his field work he did met so many children in the villages who are not in school because their parents were unable to pay school fees.

Refugee children in Meheba acknowledge the fact that policies and lack of proper documentation hinder their access to education. This factor has been echoed by (Doyle ,2008) who noted that in the United kingdom high mobility of asylum seekers due to government's dispersal policy hinders children to go to school. In South Africa schools do demand refugee children to produce Identity card and permit which they lack. (Humanitarian News and Analysis Services, IRIN, 2012; Steering Committee for Humanitarian Response, 1998).Wagacha and Guiney (2008) reported that many refugee pupils in Nairobi were born in Kenya, but they did not have birth certificates. Kenyan government policy constrains refugee children's access to education in Nairobi. In the city council primary schools, refugee parents and guardians are required to produce a proper registration document such as United Nations High Commission for Refugees mandate certificate in addition to the child's birth certificate (Karaja ,2010). Parents do not enrol their children in public schools in Egypt, because of lack of proper documentation that is required for enrolment (Dingiman, 2002: 16-26).

Just like parents in Meheba Refugee Settlement did not want to risk their children's lives due to dangers on the way to and from school (Dingiman, 2002) alluded to the fact that the lack of pupil's safety on the way to and from school in Egypt due to Egypt's hazardous roads is also a risk that

some parents do not wish to take. The study has shown that the voice of the refugee is only present within a predefined context. The voice is not listened to when demands are made in the area of social welfare but only listened to when directed towards exploring traumatic events in the past (World Health Organisation WHO, 1996).

5.3 Summary

This chapter has discussed the findings of the study. The next chapter presents the conclusion and recommendations.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The research was set out to establish the constraints of accessing education among refugee children in Meheba Refugee Settlement in North Western Province of Zambia. This chapter concludes the study and also makes recommendations based on the major findings of the study.

6.1 Conclusion

The root causes of failure or refusal to get into school are varied and interrelated, and it is difficult to identify direct causality in any general sense. However, what was significant as noted in the findings was the prevalence of refugee mediated causes and factors that were possibly beyond the control of the refugees and these were attributed to the Zambian government and the United Nations High Commissioner for Refugees (UNHCR). While categories and sub-categories of challenges that were highlighted in the themes continue to be unaddressed, refined the general population of refugees will continue to be encapsulated within the ubiquitous designations of Post Traumatic Stress Disorder (PTSD) or trauma-related problems.

6.2 Recommendations

Based on the findings, the following recommendations were made:

- 1) The study outcomes suggest that more targeted attention must be paid to the larger family environment to maximize the potential of refugee youth-focused educational and psychosocial interventions. However, this should be extended to parents or guardians. In

addition, a more ecological perspective of handling personalised or household based life challenges that takes into account diverse family structures is warranted. The level of mental distress exhibited due to loss or separation from children, parents, or spouses during displacement, thus putting them at risk for higher levels of mental health problems, require attention. This could be achieved by periodic health visits and availability of psycho social counselling and this can be easily achieved by the United Nations High Commission for Refugees.

- 2) Within the precincts of the findings and looking at the challenges faced by refugee children and their parents or guardians, there is need for mitigation of the situation in Maheba. The goal, therefore, must be to aim at comprehensive assistance, while at the same time addressing the specific needs of vulnerable groups. A survey needs to be done so that the specific vulnerabilities and needs are profiled. Even among refugee populations, certain categories, notably orphaned children, those being taken care of by the elderly, and the disabled, who constitute the overwhelming majority of the displaced, are more vulnerable and deserve special attention.
- 3) Further the United Nations High Commissioner for Refugees in collaboration with the Government of the Republic of Zambia through the Ministry of Education, Science, Vocational Training and Early Education should build atleast a free school in every zone of Maheba Refugee settlement in order to avoid the long distance covered by refugee pupils and to do away with the issue of school fees.

6.3 Recommendations for further studies

Since this study was carried out in a setting that was multilingual and multi cultural, language became a limitation as a result the study excluded some

potential respondents. For future studies, the researcher is recommending that in replicating an investigation, a larger number of refugees be included. The study could be extended to include researchers who are native language speakers that embrace all refugee types. Related to this, future studies may need to include teachers and use a validated questionnaire, which could be filled out by respondents.

Since the data collected throughout the study using abduction did not allow for validation of the concepts that emerged from the data as well as relationships among these concepts (Themes, sub themes and categories) the researcher is recommending the use of the concepts in this study to ground a quantitative inquiry which may be done independent of this and United Nations High Commissioner for Refugees may undertake this inquiry using the findings as a baseline.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR PARENTS

(1) Please describe for me what your life is like in this settlement?

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.....
.....

Are there any specific challenge for girl/boy child in accessing education?

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(2) Describe for me how your children get education?

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.....
.....

(3) What problems do you face in supporting your children who are not in school?

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.....

(4) Why do you think your children holds certain position with regard to go to school or not?

.....
.....
.....

**APPENDIX B: INTERVIEW SCHEDULE WITH EDUCATION
COORDINATORS**

1) Please describe for me what refugees life is like in this settlement?

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.....
.....

2) Do all potential refugee children and young people access education?

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.....
.....

3) How do refugee children access education?

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.....
.....

4) Are there any specific challenge for girl/boy child in accessing education?

.....
.....
.....

5) Why do you think refugee children face problems in accessing education?

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.....
.....

6) Any solution to eradicate these problems?

.....
.....
.....

APPENDIX C: FOCUS GROUP DISCUSSION SCHEDULE

- 1) What is your life like in this settlement?
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- 2) How do you access education?
.....
.....
.....
- 3) What do you go through to access education
.....
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.....
- 4) How do others manage to go to school?
.....
.....
.....
- 5) How do you feel now that you are not in school?
.....
.....
.....
- 6) Why do you think these problems exist?
.....
.....
.....
- 7) Why do you hold particular positions with regard to go to school or not?
.....
.....
.....

APPENDIX D: INFORMED CONSENT FORM

Dear respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further the implications for your participation are explained below. Finally you are asked to sign this form to indicate that you have agreed to participate in this exercise

Thank you in advance.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Master degree of Education in Sociology of Education. This research is a major requirement for the researcher to complete this program. Therefore this exercise is purely academic.

2. Purpose

The researcher wishes to describe the constraints of accessing education among refugee children. The researcher is interested in how refugee children from different countries of Africa lead their lives in the settlement while getting education, further the research wish to understand from refugee children why they hold particular position about going or not going to school.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm for their participation in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document. I have agreed to participate in this exercise.

Signature

Date

APPENDIX E: INTRODUCTORY LETTER

