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COLLEGE OF ARTS AND SOCIAL SCIENCES (CASS)

CENTER FOR CONFLICT MANAGEMENT (CCM)

**SOCIO-ECONOMIC INTEGRATION OF FORMER ANGOLAN  
REFUGEES IN MEHEBA INTEGRATED RESETTLEMENT AREA,  
ZAMBIA: ACHIEVEMENTS AND CHALLENGES**

Dissertation submitted to the University of Rwanda, in partial fulfillment of the requirements for the award of Master of Arts Degree in Peace Studies and Conflict Transformation

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**JUNE 2022**

## **DECLARATION**

I Darliet Mwiinde, hereby declare that this thesis titled “Socio-economic Integration of Former Angolan Refugees in Zambia: Achievements and Challenges” is composed of my original work. To the best of my knowledge, it has never been published or submitted to any other learning Institution for an academic award. All consulted sources of information contained in this paper have been cited.

Signature.....

Date.....

DARLIET MWIINDE

## **APPROVAL**

This is to confirm that this research report titled “Socio-economic Integration of Former Angolan Refugees in Zambia: Achievements and Challenges” undertaken by Darliet Mwiinde has been under my supervision. The student is now ready to submit her work to the faculty of Arts and Social Sciences of the University of Rwanda with my approval.

Signature of Supervisor.....

Date.....

## **DEDICATION**

This piece of work is dedicated to all former refugees who braved their various situations as refugees and continue facing various challenges in the world. Your courage and endurance is a true testament of the resilience of mankind.

## **ACKNOWLEDGMENTS**

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## **LIST OF ABBREVIATIONS**

<b>GRZ</b>	Government of the Republic of Zambia
<b>NATSAVE</b>	National Savings and Credit Bank
<b>NGO</b>	Non-Governmental Organization
<b>OAU</b>	Organization of African Unity
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SDG</b>	Sustainable Development Goal
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations International Children’s Emergency Fund
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commission for Refugees

## **ABSTRACT**

This research titled “Socio-economic Integration of former Angolan refugees in Meheba Integrated resettlement area, Zambia: Achievements and Challenges” was aimed at evaluating the outcomes of the integration of former Angolan refugees in Meheba, Zambia. Local integration is one of the three established durable solutions to protracted refugee situations that is advocated for by the UN. Zambia is among the first few African countries to carry out local integration of former refugees whose refugee status had ceased and opted to remain in the country. The research was guided by two major objectives. The first objective was to present the institutional and policy instruments in place to govern the integration of former refugees in Zambia and the second was to evaluate the achievements made thus far in the socio-economic integration of the former Angolan refugees in Meheba. The integration framework and the capabilities-aspirations of migration theory were used to evaluate the outcomes of the socio-economic integration. A qualitative case study design approach was used in the research. Data was collected using semi-structured interviews, researcher observations and document reviews. Respondents to the interviews were selected using snowball and purposive sampling methods. Thirty (30) former refugees and two (02) key informants were interviewed. Interview responses and researcher observations were analyzed using thematic and descriptive analysis. Information from document reviews was analyzed using document analysis. The study findings show that notable success has been achieved in socio-economic integration of the former Angolan refugees in Meheba integrated resettlement area. Success includes issuance of identity documents which recognize the former refugees as national residents, a status that entitles them access to all national rights and opportunities with the exception of political participation. However, despite the achievements, more efforts need to be put in ensuring that socio-economic integration achieves the intended purpose. These include issuing the former refugees with land titles to the farm plots allocated to them, supporting the establishment of informal economic activities and improving the physical infrastructure. Therefore, this study recommends that the government of Zambia must issue land titles to the former refugees and improve on the area physical infrastructure.

**Key Words:** Former refugee, integration, self-reliance, socioeconomic.

## **CHAPTER ONE: INTRODUCTION**

This chapter describes the reasons behind this research and the information that formed the choice of the topic. It contains the background of the research, the statement of the problem, the study objectives and their corresponding research questions, the significance of the study and the study scope.

### **1.1 Background of the Study**

For many millennia, humans have been migrating in pursuit of better livelihoods, greater opportunities and enhanced security (UNDP,2009). The latter migrations of improved security arise from varied and complex reasons such as persecution, conflict and generalized violence. The UNHCR (2022) report states that in the first months of 2022, the world was witnessing the highest recorded displacement of people of more than 100 million worldwide due to armed conflicts, generalized violence or human rights abuses. The majority of all these displacements were originating from six countries namely Ukraine, Syria, Venezuela, Afghanistan, South Sudan and Myanmar. More than 85 % of the worlds' refugees are hosted in developing countries and 27% of these live in the least developed countries (UNHCR, 2021). The UNHCR report indicates that Sub-Saharan Africa and the Great Lakes Region was hosting more than 5 million refugees at the end of 2021 and of these 66,075 were living in Zambia.

Refugee status is not permanent but provisional in nature. It remains valid till it is established that international protection is no longer necessary or justified (1951 UN Convention, 1958). According to the 1951 UN Convention, once a person is deemed a refugee, there are three different options (durable solutions) with which a person can be moved and re-established so that he or she can lead a normal life namely; voluntary repatriation, resettlement to a third country willing to take them in or local integration into the country of asylum. If a state determines that the ceased circumstances apply to an individual or group of refugees, it may forcibly repatriate such refugees if they do not fall within the alternative legal status provided by the country of asylum.

It has been noted by some scholars that the number of people that have been losing their refugee status out of quasi-permanent or protracted refugee situations has been on the increase in the world with notable high figures in Africa (Aghlorti, 2011). African countries have been assisting those

seeking asylum within their borders using the 1951 UN Convention on refugees or the Organization of the African Unity Convention on Refugees. In some countries, the hosted refugees have ended up becoming locally integrated (Milner, 2014).

Local integration refers to the inclusion of refugees or former refugees with full legal rights in the country to which they have fled (UNHCR, 2020). The importance of inclusion of refugees or naturalized refugees in first countries of asylum who fail to repatriate back to their countries of origin or get resettlement into third countries has never been greater than it is at present times as the world is facing the highest number of displaced people with 1.1 million refugees in protracted situations worldwide (UNHCR, 2020). According to (Fajth *et al*, 2019), African refugees mainly remain in Africa.

Zambia has been a pioneer of hosting refugees in Southern Africa since 1943 when it hosted Polish refugees that were displaced by World War Two (Zambia High Commission for Refugees Report, 2020). Other than this group, it has hosted many more other refugees from Central, Southern and East Africa such as Central African Republic, Democratic Republic of Congo, Angola, Namibia, Zimbabwe, South Africa, Mozambique, Eritrea, Rwanda and Burundi.

According to the Zambia Initiative Development Plan of 2016, the cessation clause was invoked in 2011 to bring to an end the refugee status of remaining groups of Angolan refugees leading to a legal limbo those who had not yet found a durable solution. Numerous of the Angolan refugees were either born in Zambia or had lived in the country for decades and thus established roots and learned the local language and culture. In acknowledgement of this situation, the Government of Zambia assured to locally integrate some 10,000 Angolan refugees who had settled in Zambia from 1966 to 1986. The Government of the Republic of Zambia additionally decided that it would implement the legal integration promise by creating mixed communities of former Angolan refugees and Zambians and provide them with plots of land in integrated resettlement schemes that were created by de-gazetting large tracts of land that formed the Meheba refugee settlement in North- Western Province and Mayukawuyukwa refugee settlement in Western Province. In 2015, the local integration criteria were expanded to cover all 18,685 Angolans and some 4,000 Rwandans.

The two planned integrated resettlement schemes were vast (over 100 square km in Mayukwayukwa and over 300 square km in Meheba), and were expected ultimately to grow to around 8,000 to 10,000 households with approximately 30,000 to 40,000 people. To help integrate the former refugees, these integrated resettlement schemes were also opened to Zambian citizens and a final allocation of plots was to be undertaken on a 50-50 basis between Zambians and the former refugees. This was predicted that the international community together with the Zambian Government would support the two group's livelihoods projects, entrepreneurship initiatives, vocational training and provide agricultural support, as well as, the continued development of infrastructure and expansion of basic social services. This hospitality was envisioned to alleviate poverty in these hosting areas.

This research is an evaluation of the outcomes of the socio-economic integration of former Angolan refugees following their local integration in Zambia. Some theories of local integration define successful integration of refugees or immigrants as equitable access to opportunities and resources, participation in the community and society and feelings of belonging to in the new areas (Ager and Strang, 2008; Hynie, *et al*, 2016; Kaczmarczyk *et al*, 2020). In this research, socio-economic inclusion of the former refugees will be measured in terms of institutional and policy instruments put in place to support the programme, access to land, economic opportunities and social services. Exploring legal recognition and the rights to access and availability of these services is recognized as also cardinal in the total inclusion of former refugees in society as well as the ability of the former refugees to become self-reliant, develop their lives and contribute to the development of their communities (Costa, 2006).

It is against this background that this research was aimed at highlighting the outcomes of the socio-economic integration of the former Angolan refugees who were locally integrated into Zambia in the Meheba integrated resettlement area.

## **1.2 Statement of the problem**

Following the end of the civil war in Angola in 2002 which saw the country emerge from more than 40 years of armed conflict, which started with the war of independence from Portugal in the years 1961 to 1975 and immediately followed by its civil war in the period around 1975 to 2002, the Angolan refugees hosting countries and UNHCR decided to find a way forward in the

realization of a Comprehensive Strategy for Angolan refugees' situation (UNHCR, 2012). The strategies were; increasing promotion of voluntary repatriation and reintegration of Angolan refugees in Angola, pursuing chances for local integration or alternative legal status in countries of asylum, continuing to meet the needs of those individuals unable to return to their country of origin for protection-related reasons or expounding a common schedule leading to the cessation of refugee status. Many Angolans returned home but some opted to stay and integrate in their countries of asylum. Zambia is one of the many countries that was hosting such Angolan refugees who opted to stay and be integrated into society.

The Strategic Framework for the Local Integration of Former Refugees in Zambia Report (2014) states that, the majority of the Angolan refugees that opted to locally integrate in Zambia were long term residents while others had established family ties through marriage to Zambian nationals or third-country nationals residing in the country. Some were contributing to the local economy of the country through their professional skills and investment. In such cases, the Government of Zambia considered local integration or an alternative legal status to be the most appropriate durable solution. In this regard, the Government of the Republic of Zambia decided to locally integrate 10,000 Angolan former refugees.

Local integration is expected to give refugees a broader range of rights and prerogatives largely corresponding with those enjoyed by local citizens (UNHCR, 2014; UNHCR, 2020). These include freedom of movement, access to education and the labour market, access to public services and assistance and the possibility of acquiring and disposing property and the capability to travel with valid documentation. Access to such rights and freedoms allows refugees or immigrants to become progressively self-reliant. Overtime, the process can lead to permanent residence rights and perhaps ultimately the acquisition of citizenship in the country of asylum. However, there remains a gap in knowledge as to the outcomes of the socio-economic inclusion of the former Angolan refugees living in Meheba integrated resettlement area.

To the best of my knowledge, no research has been undertaken to evaluate the outcome of the socio-economic inclusion of the former Angolan refugees living in Meheba integrated resettlement area. This research was therefore undertaken to evaluate the outcome of the program of local integration of the former Angolan refugees in Meheba Integrated Resettlement Area in Zambia

with specific focus on socio-economic integration and the existing institutional and policy instruments in place to govern the integration of the former refugees. The research evaluated whether what was planned for has been achieved or not and to show what remains or needs to be done to improve on the outcomes of local integration in order to realize the intended plans. The research was specifically undertaken in Meheba Integrated Resettlement Area scheme.

### **1.3 Aim and Objectives**

#### **1.3.1 Research Aim**

The aim of this research was to evaluate the outcomes of the socio-economic integration of former Angolan refugees in Meheba integrated resettlement area in Zambia.

#### **1.3.2 Research Objectives**

1. To present the institutional and policy instruments in place to govern the integration of former Angolan refugees in Meheba, Zambia.
2. To evaluate the achievements made so far in the social-economic integration of former Angolan refugees in Meheba resettlement area.
3. To identify the challenges faced in the implementation of the socio-economic integration of the former Angolan refugees in Meheba and
4. To make recommendations on what can be done to support the social-economic integration of the former refugees.

#### **1.3.3 Research Questions**

1. What are the institutional and policy instruments governing the local integration of former Angolan refugees in Meheba, Zambia?
2. What achievements have been made so far regarding the social-economic integration of former Angolan refugees in Meheba, Zambia?
3. What challenges are being faced in the implementation of the socio-economic integration of the former Angolan refugees?
4. What can the Zambian government and other partners be doing to support the social-economic integration of the former refugees.

#### **1.4 Significance of the study**

This research will be significant in two ways. First and foremost, it will enable the researcher to complete the requirement for the award of Masters Degree in Peace Studies and Conflict Transformation. Secondly, it will contribute to empirical evidence on socio-economic integration of former Angolan refugees in Meheba integrated resettlement area in Zambia. This empirical evidence may be used by the government of Zambia or other cooperating partners in deciding on where they can do more to improve on the socio-economic integration of the former Angolan refugees in Meheba in order to make the local integration programme to lead to the intended results of self-reliance and economic benefits to the communities where the former refugees are settled. The empirical evidence may also be used as a basis for undertaking further research in line with this study.

#### **1.5 Scope of the study**

This research was restricted to the locally integrated former Angolan refugees that were resettled into the integrated resettlement area in Meheba. The socio-economic inclusion covered the institutional and policy frameworks in place to support the local integration as well as the social and economic aspects of integration which are important for one to reach self-reliance and have a sense of belonging to the community one lives.

#### **1.6 Organization of the Study**

This research is arranged in five chapters. The first chapter gives a short background of the topic as well as the research gap that this dissertation aimed to fill. The chapter has also outlined the research objectives and research questions which guided the research. In addition, it gives the significance of carrying out this research and what was covered in the research. The chapter ends with a structure of the research.

Chapter two is an assembly of existing empirical literature on socio-economic integration. It contains the definitions of the key terms used in this study. It also contains the theoretical concepts in local integration, the planned local integration in Zambia and the researchers, conceptual framework based on the reviewed literature.

The third chapter describes the scientific approach and choices of research methods utilized in this research. The chapter also discusses the constraints experienced during the study, measures taken



to ensure that the results were reliable and valid and the research ethics that were observed during the research.

In chapter four, the study empirical findings are given. The findings are then discussed within the context of the research objectives. Finally, chapter five closes the study by giving a conclusion and an outline of recommendations to the study findings.

In this chapter, a background of the study topic as well as the research gap that this dissertation aimed to fill have been given. The chapter has also outlined the study objectives and research questions which guided the study. In addition, it has indicated the significance of carrying out this study and what was covered and left out in the study. The chapter ends with a description of how the dissertation is disposed.

In the next chapter, a review of existing literature related to this study is given. This includes the theories of integration, existing empirical literature and the conceptual framework which guided the empirical study and analysis of the empirical data that was collected for this study.

## **CHAPTER TWO: LITERATURE REVIEW**

This chapter gives a review of existing literature related to this study. It begins by defining the key terms used in the study in order to clarify the meaning of the terms to the readers. Thereafter, the theories used in the study are given and followed by empirical studies that have been done by other scholars related to this study. These are followed by the planned local integration in Zambia and lastly the conceptual framework of socio-economic integration is given at the end of the chapter.

### **2.1 Definition of key terms**

It is important to define key terms at the onset of a study like this one not only in order to clarify the main terms from the onset but also to ensure that readers understand the context in which the terms were applied and mean in the document (Bryman, 2012). This allows for the clarification of the use of the terms in the context of the study at hand.

#### **2.1.1 Former Refugee**

A former refugee is some who once held a status of refugee but is no longer a refugee due to the application of the cessation clause according to the 1951 UN Convention on refugees (UN Convention on Refugees, 1958). Therefore, the former Angolan refugees referred to in this study are those whose refugee status ended due to the application of cessation clause in 2012. These former refugees opted to stay in Zambia and applied to be locally integrated.

#### **2.1.2 Integration**

The Cambridge English dictionary defines integration as the action or process of successfully mixing with different groups of people or the process of becoming part of a group of people. In line with this broad dictionary definition is the 1951 UN Convention (1958) which defines integration as a dynamic two-way process leading to full and equal membership in the host society as contained in the 1951 UN Convention on Refugees. Equal membership in this definition means equal socio-economic and legal rights and respect for the culture of the new comers and the host population. The socio-economic and legal rights encompass freedom of movement, access to education and jobs, access to public relief, the possibility of acquiring property, and the possibility of citizenship. In addition to the 1951 UN Convention is the UNHCR (2014) definition which

termed integration as a means of forming part of a society where one has access to his/her rights to education, health, housing and employment, among others, and where one is able to preserve good associations with the people around him/her, in the community. The 2014 UNHCR definition adds the component of peaceful coexistence in societies which is very vital as Ager and Strang (2008) also emphasized on the importance of the new comers and host communities to accept each other. In this study, integration shall mean being included as part of the bigger national community and having rights and entitlements to socio-economic benefits like other Zambians.

### **2.1.3 Self-reliance**

According to Costa (2006), self-reliance refers to the social and economic capability of an individual, a household or a community to meet vital needs comprising food, water, shelter, personal safety, health and education in a sustainable means and with self-worth. It also refers to increasing and solidification incomes of persons of concern, and decreasing their susceptibility and long-term dependence on aid from assistance. The term will be used in this research in the manner that Costa defined it.

### **2.1.4 Socio-economic**

The term socio-economic is a complex multidimensional construct encompassing, the social and economic standing of an individual or group that is often measured as a combination of education, income and occupation (Navarro-Carrillo *et al*, 2020). The Oxford dictionary also defines socio-economic as involving the interaction of social and economic factors.

Similarly, the Cambridge Dictionary terms socio-economic as related to the differences between groups of people caused chiefly by their financial condition. Therefore, the term socioeconomic is used in this research to refer to the social and economic factors that are used to create distinctions of people in societies. These include right and access to societal resources, income, educational factors, ability to participate in societal activities and recognition and treatment as equals with other community members which Ager and Strang (2008) considered as having a great influence for one to reach self-reliance.

## **2.2 Theoretical Framework**

The theoretical framework is the basis from which all knowledge is assembled representationally and factually for a research study (Bryman, 2012). Further, Kivunga (2018) states that it is the synthesis of the thoughts of the respected minds in the defined field of study which provides clear directions for how the researcher moves past perception and prior knowledge to a solid basis for understanding and conceptualizing a topic within the context of the study. Thus, theoretical framework helps in research to identify the design and the evaluation of a problem in a way that allows the theory to be measured, tested, and extended to serve as a guide for the design of a study. This research used two theoretical frameworks, the first being one of integration of refugees by Ager and Strang (2008) and the other is on aspirations-capabilities theory of migration by Haas (2021).

### **2.2.1 Integration Theory**

The theory of integration is complex and varied due to the many situations and fields in which the term has been used (Engbersen, 2003; Entzinger and Biezeveld, 2003; Esser, 2001, Kaczmarczyk *et al*, 2020; Penninx and Garcés-Mascareñas, 2016; Spencer and Charsley, 2016). Despite the many interpretations, most definitions agree that socio-economic integration of migrants is a two-way process involving immigrants and the host societies. It allows migrants to build their lives in the new communities.

It is not possible within the limits of this study to cover all these theories comprehensively. However, this research will be based on the theory designed by the seminal work of Ager and Strang (2008). They posited that integration of refugees occurs at four levels called foundations (rights and citizenship), facilitators (language and cultural knowledge, safety and stability), Social connection (social bridges, social bonds and social links) and markers and means (employment, housing, education and health). These argued that the domains of integration should not be deemed separate but rather strongly inter-connected and important mediators. They showed how all the levels of integration affect each other and how changes in one level are able to affect the other levels. Additionally, in their updated work in 2010, they added that integration is a two-way process whereby the receiving community and the newcomers accept each other, newcomers have

a sense of belonging and the host society institutions must adapt to meet the needs of the new comers (Strang and Ager, 2010).

Ager and Strang's (2008) model is based on various previous theories. It borrows the concepts of integration from Boswick and Heckmann (2006), who defined it as the process of inclusion of immigrants into institutions and interactions of the host society. Other authors borrowed and improved on this model to capture other factors outside the core functional indicators such as employment and wages, education, property, health care but also took into account immigrant's ties to both the receiving and the sending community as well as other domains of integration (De-Haas, 2011). The most recent models such as Kaczmarczyk *et al.*, (2020) contain concern of aspirations and capabilities integration outcomes which they consider to be strongly conditional on integration policies and structural factors (Marcu *et al.*, 2018), active labour market policies (OECD and European Union, 2018), structure of the welfare system (Friberg and Midtbøen, 2019), general policies and initial place of settlement (Rogne *et al.*, 2020).

In summary, the rationale behind Ager and Strang's theory is that when immigrants gain access to the social and economy of the new state/society, they can build their skills and become self-reliant, contributing to local economies and fueling development of communities hosting them. Allowing immigrants to benefit from national services and integrating them into national development plans is essential for both immigrants and communities hosting them (Hynie, 2018).

Although this theory is older than others indicated in this literature review, it was found to be ideal for this study because it fulfilled the purpose of integrating former refugees who are the concern of this research. In addition, the concept gives a better interpretation of the different facets of socio-economic integration relevant to this study although other added concerns of integration from other authors were included whenever it was necessary to do so.

### **2.2.2 Aspirations-Capabilities theory of migration**

The majority of theoretical approaches to understanding migration is categorized into two main groups which are those explaining the initiation of migration and the others explaining the perpetuation of the migrations (Vandenbelt, 2020). This research was based on the theories of perpetuating migration to be specific the aspirations-capabilities theory which is rooted in sociology and anthropology.

The aspirations-capabilities theory states that people's migration is a function of their capabilities and aspirations to either move or stay based on opportunity structures because human mobility is an individual person's ability to choose where to live and the option to stay instead of the more or less automated passive cause and effect response set of static push and pull factors (Haas, 2021). I therefore find this theory to be suitable to my topic of study because it fits to describe the migration decisions that were made by the population under study. Their desire to stay was a decision made out of their own will for reasons that will be part of this study.

### **2.3. Overview of empirical literature**

This section of the literature review contains empirical literature relating to integration as a solution to refugee problems, how it has been undertaken in some countries and the indicators of socio-economic integration that have been proposed and used by other researchers and how they were measured.

#### **2.3.1 Integration as a solution to refugee problems**

Integration mission is universal as can be seen from the fact of it being one of the top priorities on the international agenda (United Nations General Assembly, 2015). Local integration of refugees' and other immigrants is also in line with the Sustainable Development Goal 16 which is "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels", particularly target 16 which focuses on ensuring public access to information and protecting fundamental freedoms, in accordance with national legislation and international agreements.

As earlier on mentioned in the introduction, local integration of refugees is one of the three durable solutions to refugee problems (1951 UN Convention, 1958). However, very little of this solution has been documented in literature to the extent that in 2001, UNHCR published a research paper titled "The Forgotten Solution: Local Integration for Refugees in Developing Countries" (Jacobsen, 2001). However, Fielden (2008) opposed to this idea of local integration as being a forgotten solution.

Fielden posited that local integration was not a forgotten solution but one which was not being documented and largely unrecognized as a resolve to the plight of refugee populations many of whom had been living in exile for years on end. The lack of recognition was attributed to the

preferred solution of repatriation to the country of origin which many hosting states and the UNHCR had been supporting the most. Arising from this argument, it was emphasized that local integration has great potential as a solution where repatriation and or resettlement are not viable solutions in protracted refugee situations.

Despite the fact that the number of refugees who have benefited from local integration as a solution may be undefined and low in contrast to those who have been able to return to their country of origin, different forms of local integration have been in use and provided a way out for exiled populations all over the world (Fielden and Crisp, 2008). Such examples are with the groups of Guatemalan and Salvadorean refugees in Belize, Tajik refugees in Kyrgyzstan and Turkmenistan; Vietnamese refugees in China; Afghan refugees in India; Irian Jayan refugees in Papua New Guinea; and refugees from former Yugoslavia in Serbia and Montenegro. Similar evidence is also noted with it being used in the developed countries of Europe, North America and the Asia-Pacific where people that went to seek for asylum became citizens of their asylum countries (OECD and European Union, 2018).

More to the appreciation of the use of local integration as a solution to problems affecting refugees is the remarkable attention it has been given by the UN under UNHCR and other non-governmental organizations in the recent past. Some of these include the Comprehensive Refugee Response Framework (CRRF) created in 2016 to demand combined and coherent acts in the direction of a comprehensive methodology to address the instantaneous humanitarian needs of the asylum seekers and receipt states and to strengthen the action in search of a long-lasting solutions to the plight of the victims. Another solution to the refugee problem is the Global Compact on Refugees which was created in 2018 as a unique prospect to reinforce the international response to large movements of refugees and protracted refugee situations while building on current international laws and principles, including the 1951 Refugee Convention and Human Rights Treaties, as well as seeking to better define collaboration to share responsibilities (United Nations General Assembly, 2018). In both recent approaches to refugee problems, the UN validates local integration to underlined the need for comprehensive approaches to refugee problems, and while emphasizing the important role which local integration can have in such comprehensive arrangements.

Since the 2000s promotions of local integration, some noteworthy progresses have taken place in the application of this approach, especially but not exclusively in Africa (Khan and Sackyo, 2021). Beyond a doubt, the most significant example in this respect is to be found in Tanzania, where the government overturned a longstanding policy concerning solutions to refugee issues (Milner, 2014). The older policy mandated that refugees and their descendants who arrived from Burundi in the early 1970s would ultimately have to repatriate, even if they had been born in Tanzania, had spent the whole of their lives in that country and had attained a high level of social and economic capabilities there. With the introduction of new policies that are bent towards local integration policy, initiated by Tanzania Home Affairs, the 1972 Burundians were offered the prospect to acquire Tanzanian citizenship (Kuch, 2016).

Thus far, the origins of local integration and its application have been highlighted. However, it is important to show what constitutes local Integration. The UNHCR defines it as equal participation of refugees in the social, economic and cultural facets of life available in a hosting country (UNHCR, 2014). Fajth (2018) describes it as being in four components of legal, economic, social and cultural outcomes. Harrell-Bond (2000) earlier on had a similar definition which states that the legal process allows refugees attain a broader variety of rights in the host state. Adding on to this expansion, Crisp, (2004) stated that socio-economic integration leads to sustainable livelihoods and a standard of living equivalent to that of the host community and that the cultural process of adaptation and recognition enables the refugees to contribute to the social sphere of life of the host communities and live without fear of discrimination.

Despite all the mentioned legal, economic, social and cultural aims of integration, Lenette (2018) argues that socio-economic integration can only be achieved when imbedded in state policy at national and local level. She added that this must be an ongoing commitment and support to both the refugees and host community without overriding the other in order to enhance social cohesion between these two groups of people.

The basic understanding of socio-economic integration according to UNHCR (2014) is that successful integration of immigrants must lead to equitable access to opportunities and resources with reference to host communities, participation in the new communities and societies and feelings of belonging to in the new areas. The opportunities include economic, education, housing



and health. Employment and education are considered the most important opportunities which are seen as markers and means which reflect functional aspects of integration which have an influence on one another (Ager and Strang, 2008).

In accordance with the aim of this research, emphasis will be put on themes that make up socio-economic integration namely the main institutions and legal policies that permit for access to socio-economic benefits and the obvious salient dimensions of socio-economic integration. These are access to social and economic opportunities that host citizens enjoy. In addition, other variables relevant to this study will also be considered as recommended by the theories on integration.

### **2.3.2 Policy will for Integration**

International discourses and frameworks influence national policies of integration which are later facilitated or hindered by host country politics and policies (UNHCR, 2014). While the rights of immigrants are decided at national level, the handling of the labour market integration process and access rights are usually devolved to the local level (Damen, 2022: Sivis, 2020). Thus, though country policies of integration are made at national level, they have to be devolved to the local levels for implementation by everyone else. According to Grant (2016), integration calls for deliberate policies that are clear and explicit both in their intention and implementation and aimed at legitimizing the process and giving it the required legal support.

National policies on local integration are varied and are designed to respond to needs and challenges of costs and distribution of services for successful refugee integration. Ferris (2020) did research on 11 developed countries in the European Union to find out on their national policies on refugee integration and found that they were all varied and dependent on historical contexts. These findings are echoed in the UNHCR (2014) discussion paper in which it states that there is no universal rule to the application of the refugee or other immigrant integration policies. They have to be tailored to suit the context and living conditions in individual countries. In line with this discourse, Simsek (2019) found that in the case of Turkey, the integration of Syrian refugees was class based depending on financial capabilities and skills qualifications. Only Syrian refugees that had enough money for setting up businesses and those that had the needed qualifications were integrated.

According to Ager and Strang (2008), local integration policies have direct effects on refugee wellbeing. Hynie (2018) adds that refugees' ability to integrate is strongly determined by policies that shape their social and material context. Anderson (2010) adds on to this debate by stating that the policy factor plays a decisive role in the integration process as it can be the making or breaking of non-nationals access into the labor market and its associated benefits. To prove this argument, Grant (2016) did a study on local integration of refugees in Ghana and found that the country's legal frameworks was key in the legitimization and implementation of local integration as a durable solution. Lack of such frameworks was found to prevent refugees from accessing their social needs.

As stated earlier on that local integration is country specific, some countries issue out naturalization identity documents at the point of integration as was the case for the integration of 200,000 Burundian refugees in Tanzania (Kuch, 2016). While, in other countries, integration is associated with the issuance of permanent resident permits as is the situation in Netherlands (Damen, 2022). In both cases, the integration policies were found to have an influence on social interactions, economic participation and participation in public life or civic engagement.

The national policy for integration is critical in guiding on the entitlements of the concerned people and which ultimately influence access to participation in public life which ultimately influences access to socio-economic benefits and a sense of belonging, solidarity and the readiness for mutual cooperation in the pursuit of common goals (Klein, 2013). Civic engagement instils in individuals the sense of belonging to the community and the feeling that they are recognized as members of that community. Dickies *et al*, (2010) found that the most promising policies to support refugee integration are those that challenge negative stereotypes by creating opportunities for agency and autonomy and for building positive relationships with members of the communities refugees settle into.

### **2.3.3 Economic Inclusion**

The refugee Convention of 1951 states that governments party to the convention and who have intentions to support local integration should follow the convention's articles 17 and 27 on wage earning employment and freedom of movement respectively. The article on wage earning employment which states that:

*a contracting state shall accord to refugees lawfully staying in their territory the most favorable treatment accorded to nationals of foreign country in the same circumstances as regards the right to engage in wage earning employment.*

On the part of freedom of movement, the article states that:

*each contracting state shall accord to refugees lawfully in its territory the right to choose their place of residence to move freely within its territory, subject to any regulations applicable to aliens generally in the same circumstances.*

The Universal Declaration of Human Rights provides that:

*everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment*". The right to work enshrined in Article 6 of the International Covenant on Economic, Social and Cultural Rights entails that *"States should undertake the necessary measures to ensure that individuals achieve steady economic, social and cultural development.*

It is argued that the degree of receptiveness to the idea of local integration also depends on the supposed or actual economic and environmental resource burdens and the attitudes and beliefs of both refugees and citizens about the refugees and length of stay (Mabiso *et al*, 2014). In other cases, local integration may be desired and only promoted by host countries when they perceive some levels of augmenting economic development (Eamets and Pataccini, 2017).

In Hynie (2018), economic integration of refugees refers to achieving self-sufficiency when refugees no longer rely on external assistance to meet their basic needs at which point, they would have achieved a standard of living comparable to the host community. In similar tone, Ager and Strang (2008) posited that the best practices to helping refugees achieve economic integration are providing access to land, access to employment or other forms of livelihood, access to credit, skills training and freedom of movement.

Having access to gainful employment is recorded to be one of the most important aspects of socio-economic integration into the host society and is fundamental for attaining self-sufficiency (Hynie, 2018). Employment is vital in promoting the values of diligence, responsibility and the rights that ensue from employment Levitas (2006). Thus, the former refugee's ability to earn their own living

is also closely related to other ability to participate in the host country's economy. Apart from personal gains, Ager and Strang (2008) found that the integration of refugees into the labour market is also valuable for society and the economy as a whole.

A report by the Office of Policy and Resource Planning, Bureau of Population, Refugees and Migration in the US Department of State (2014) found that local integration was successful in Cameroon and Tanzania due to a combination of many factors such as host communities providing fertile land, government partners providing agricultural inputs, livelihood support, host communities openness to refugees and refugees willingness to integrate in the host communities. However, the refugees economic progress was found to be limited by insufficient access to many basic things among them education and training, credit, roads, transportation and communication. The report recommended offering the refugees wage earning employment, more education opportunities, full freedom of movement with greater access to markets, credit facilities, entrepreneurial activities and legal recognition.

Access to credit is stated to have the potential to fortify self-reliance through various means such as refugees' ability to setting up businesses or purchasing farming inputs and equipment's as well as means to transport crops to markets (Jacobsen, 2004). Using credit, one can also pay for their own education or the education needs of others in their households which can lead to additional economic opportunities and greater self-reliance. Thus, host countries can encourage positive outcome by enabling the economic aspirations and capabilities of former refugees (Kaczmarczyk *et al*, 2020) and by allowing rights and freedoms to which the former refugees are entitled according to international law (1951 UN Convention, 1958).

In the case of Uganda, Hovil (2004) found that local integration was hindered by the location of the refugee settlements, the lack of sufficient arable land and the general security in the settlement area. Further, self-sufficiency of the refugees was hindered by lack of freedom of movement, imposing restrictions that conspire against refugee becoming economically and socially independent. The restrictions on movements and limitations on employment were found to exclude refugees from basic interactions with external goods and labour markets. The economic isolation and the settlement structures were hypothesized to be possible sources of social exclusion which had the possibility to create a conducive environment for tensions between the refugees and the

host communities arising from hosts perception of refugees as better off due to the aid they were receiving from donors and the competition over resources such as firewood and boreholes.

In the case of Egypt, Soliman (2016) found that refugees were treated as foreign nationals that were expected to have work permits which were difficult to acquire. This was coupled with a high tax on Egyptian national when they would hire such foreign nationals. Such rules were found to be an impediment to refugees' ability to have employment opportunities. Soliman further added that refugees tended to look for jobs in the teaching profession where those who could manage to work as teachers in Egyptian public schools were receiving lower salaries than Egyptian teachers.

In Mabiso *et al* (2014), local integration of refugees was recorded to have many potential benefits for both the refugees and host population. They found that while huge numbers of refugees were often termed as a burden by host countries they concluded that the refugees also offered a great prospect for economic development. The refugees were found to constitute a new labour force with skills that can be utilized to profit the host community and channeled to developing underpopulated areas. This was observed in Tanzania with the inflow of Burundian refugees in 1972, whereby, the development of land for farming in the country's far-flung western border allowed the refugees to contribute substantively to the local and national economy (Milner, 2014). In similar vein Zetter (1995) found that in Tanzania and Uganda, economic inclusion of refugees was done through local settlements in farming areas as an alternative to keeping refugees in camps. In these countries, refugees in settlements were allowed to construct permanent houses and had access to government land.

The main goal in both countries was agricultural production and economic development of underutilized land as the settlements were seen as components of regional development strategies. However, some scholars argue that these settlements were used as a way of moving refugees away from where they were an economic burden or a security threat or to improve the government's control of refugees. In line with this argument, Kaiser (2000) contends that planned rural settlements are placed in peripheral areas and on land that has not been used by the local population meaning refugees are badly placed to attain economic self-reliance. On the contrary, Zetter, (1995) posits that open planned settlements allow a long-term developmental multiplier effect on the local economy. He found that some planned settlements had been significant economic centers for surrounding villages when they were integrated into larger economic development strategy of the

host country and when the economic potential of refugees was tapped into as was the case of Afghan refugees in Honduras.

Notwithstanding the desire to promote self-reliance among refugees and other immigrants, Kibreab, (1991) found that despite international financial support, integration of refugees in settlements did not achieve self-reliance or achieved much in the way of promoting development or security in which they were established. Apart from access to employment opportunities, refugees require freedom of movement in order to sustain themselves.

Freedom of movement enables refugees to be economically active and participate in the local economy (Schmidt and Bakewell, 2006). According to Maple, (2016), restrictions on refugee movements in African countries were set as a way of balancing the rights of the refugee and the rights of the local population and those of the state.

In this study, economic inclusion will be considered as access to land for earning a living, the ease to get employed in the public or private sectors of the economy, freedom of movement to undertake income generating activities, access to markets for farm produce, access to credits to set up individual businesses or cooperatives meant to generate income.

#### **2.3.4 Education inclusion**

The refugee Convention of 1951 states that governments that are party to the convention and intend to support local integration should follow the following article 22 of the convention. The article on public education states that:

*Contracting states shall accord to refugees the same treatment as accorded to nationals with respect to elementary education. The contracting states shall accord to refugees' treatment as favorable as possible and in any event not less favorable than that accorded to aliens generally in the same circumstances with respect to education other than elementary education and in particular as regards access to studies, the recognition of foreign certificates, diplomas and degrees, the remission of fees and charges and award of scholarships.*

Access to education is both a fundamental right in itself and crucial to realize other human rights (UNHCR, 2020). Education and skills development facilitate participation in the economic life of

the receiving country. It is especially critical to preparing the refugees' children academic outcomes and eventual future labour market and social integration. (Ager and Strang, 2008; Cerna (2019).

The concept of education inclusion is found in the works of Dryden-Peterson *et al* (2018) where it was defined as the policies and practices that are aimed at allowing refugees to have access to national systems of education based on concepts of structural and relational integration given by Ager and Strang (2010). Here, structural and relational integration refers to combining refugees and nationals with a view to allowing for educational goals of inclusion such as access, quality, belonging and social cohesion. Structural integration is concerned with the ability to access institutions and services. It focuses on the structures of inclusive services such as accessing national education systems, exams and certification, using the national curriculum and languages, and being taught by national teachers (Cerna, 2019).

Inclusion of refugees or other immigrants in national education systems could address some of these structural based access barriers, thereby increasing access to formal schooling for refugees. For example, Soliman (2016) found that refugees living in Egypt were prohibited access to public education services with the exception of Syrian refugees.

Access to education is defined as the ability to enroll in formal, accredited education systems of the host nations (Dryden-Peterson *et al*, 2018). A worldwide pledge to universal access to education began in 1990 with the Education for All Declaration which was integrated in the Millennium Development Goals (UNESCO, 2014).

According to Save the Children (2015), access to education can be obstructed by physical and identity barriers. Physical barriers involve resources and capacity such as limitations in the number of school buildings or teachers and the unequal distribution of these resources in society. Dryden-Peterson *et al* (2018) posited that access to education for refugees is restricted in circumstances where host national education systems are under-resourced, have overcrowded classrooms and inadequate numbers of teachers thereby negatively affecting quality education for the learners.

Quality education is a principal goal of education development as expressed in the Sustainable Development Goals (SDGs) and the Incheon Declaration and Framework for Action (UNESCO, 2016; United Nations, 2016). According to Roxas (2010), quality education contributes to

children's full development by allowing them to learn well, progress and flourish. Quality education was equally clearly pronounced in the Comprehensive Refugee Response Framework, in which the United Nations General Assembly reiterated the pledge of member states to deliver quality primary and secondary education in safe learning settings for all refugee children (United Nations General Assembly, 2016). In addition, Dryden-Peterson *et al* (2018) contend that quality education is also centered around the role of teachers and school administration in influencing increased learning such as creating environments for quality education for all learners including refugees through practices related to curriculum, pedagogy and language.

Existing curriculum and trained teachers to implement quality education is argued to assist refugee young people in attaining the skills and knowledge that they need to pursue further education and/or economic livelihoods (Schweisfurth, 2015). In circumstances where curriculum poses challenges of relatability for students, skilled teachers with pedagogical training can provide within a national system and can adapt curriculum to enable relevance to refugee learners (Bajaj and Bartlett, 2017; Bellino and Williams, 2017).

With reference to language, teachers with training in language-learning and multilingual teaching are better able to meet the diverse linguistic needs of refugee and national learners alike (Bartlett and Garcia, 2011; Ruiz, 1984). Thus, skilled and supported teachers are important in the education inclusion of refugees for they can help the children to overcome language barriers and the needed instruction approaches to help their learners to achieve. Any lack of the pedagogical skills of teachers, and the school's capacity to address the multiplicity of linguistic and ethnic diversities may not result in quality education for refugee learners (Dryden-Peterson and Siebörger, 2006; Paulson, 2015). In as much as access to quality education is vital, it must be combined with social inclusion (Antonsich, 2010).

On the other hand, relational integration in the form of social inclusion for refugee learners and their families helps with identity development, sense of belonging, connectedness and social cohesion (Hynie, 2018). The United Nations (2016) refers to Social cohesion as a fundamental in the attainment of inclusive communities intended by the SDGs of the UN. Inclusive and cohesive communities work in the direction of encouraging the well-being of all members, block exclusion and marginalization, foster belonging, promote trust and offer prospects for increase in social being (OECD, 2011).



Identity-based barriers encompass differential access to school and discrimination as a result of among others, status as a non-citizen or refugee (Lewin, 2009; Lloyd *et al*, 2005). This identity barrier often makes some refugee students to feel and/or face marginalization (Dryden-Peterson *et al*, 2018). School structures, practices, and relationships contain plain and hidden messages of norms of who belongs and who does not (Abu El-Haj, 2015; Carla and Volante, 2019).

In a study of refugee children's learning in Central City in the United States of America, Raxas (2010) found that teachers had created a safe haven for the refugee children in order to protect them from harassment, fights and social exclusion. They also had created academic expectations for refugee children away from those of the native born children such as giving of refugee children effort grades instead of academic achievement grades. The objective of these academic expectations was to get the refugee children from secondary school straight into jobs, a situation argued to have been condemning the refugee children to low paying jobs or even un-employment.

Fostering cohesion requires contact and is viewed as fundamental to the policies of inclusion of refugees into government schools, as echoed in the Comprehensive Refugee Response Framework (United Nations General Assembly, 2016). Contact alone, however, does not build broader social cohesion (Allport, 1979), it requires going beyond direct personal contact between host communities and refugees done by the schools but also in the larger social inclusive community structures that give a sense of belonging. Belonging is a multifaceted construct (Antonsich, 2010; Yuval-Davis, 2006), it shall be conceptualized in this study as individuals' sense of safety, well-being, and membership as cultivated through productive relationships.

It is argued that inclusion of refugees in national schools could support or undermine social cohesion, depending on the curriculum, pedagogy, and, critically, the relationships built therein (Bajaj and Bartlett, 2017; Bellino and Williams, 2017). Dryden-Peterson (2016) found that in most settings, refugees were educated in parallel schools separate from national students and often following the curriculum and in the language of instruction of the country of origin. However, in a study by Cerna (2019), it was found that children of refugees in Canada who were attending Canadian schools were using the host country's curriculum.

Based on the above arguments on what constitutes inclusive education, this study will consider education inclusion of refugee's in the form of structural and relational integration. Structural

integration will include access to quality education such as being able to sit for national examinations and certification, using national curriculum and being taught by qualified and supported teachers and any other. Relational integration will consist of feelings of belonging or connectedness and group level social cohesion.

This research specifically zooms in on socio-economic integration by considering everything that falls within it to make it a success. However, before proceeding with showing the conceptual framework that was used in this research, it is ideal to present the plan for local integration of former refugees in Zambia which is the source of the socio-economic integration in this research.

#### **2.4 Zambia's Local Integration Programme**

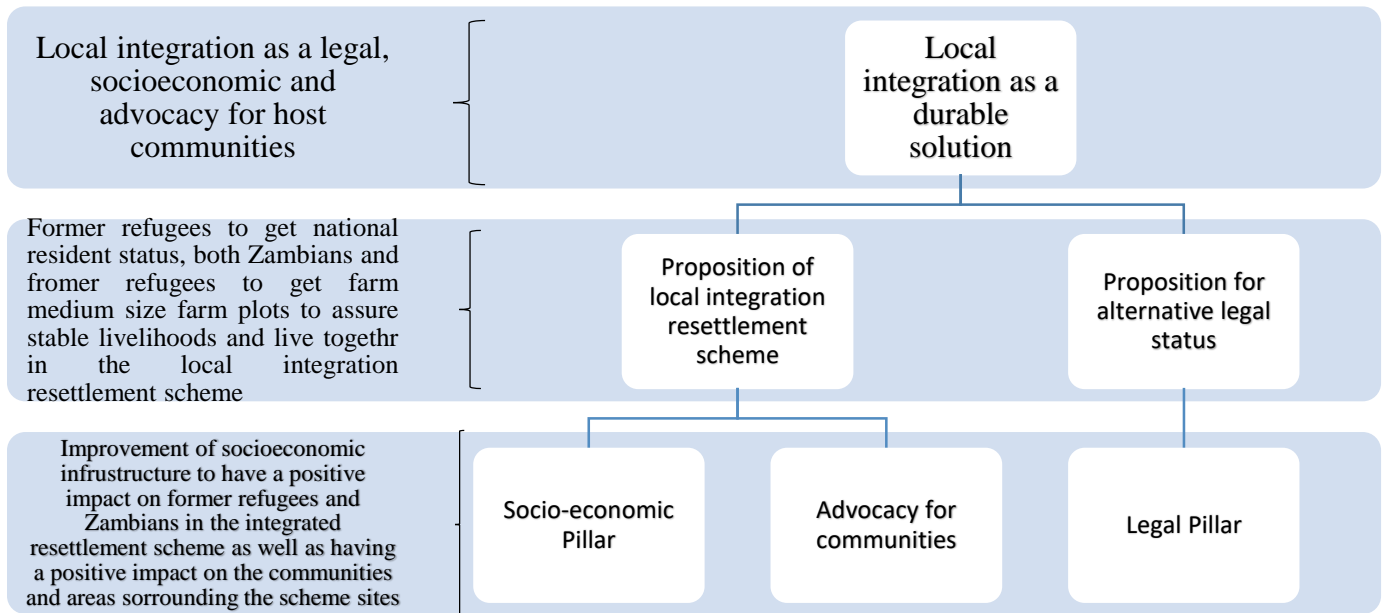
According to the Strategic Framework for the Local Integration of Former Refugees in Zambia (2016), Zambia's local integration programme was designed to achieve three core pillars namely legal, socio-economic and advocacy for host communities.

The legal status pillar was meant to convert the status of the former refugee to long term residents' status with eventual possibilities of becoming citizens of Zambia. Its objective was to help with the legal integration of eligible former refugees. There were six tracks of legal residency that were to be followed by the former Angolan refugees. These were; the children born from one parent who is a Zambian citizen were eligible to apply and get citizenship upon reaching the age of sixteen years, persons married to Zambian nationals, investor permit, employment permit, long stay and persons married to refugees of other nationalities.

The socio-economic pillar was to achieve land allocation to former refugees and Zambian nationals on a fifty-fifty basis in order to support social and economic integration for the former refugees and eventually help them to achieve self-reliance. The integrated resettlement areas were meant for the former refugees that were living in the refugee camps. The others who were self-settled in villages were not planned to be resettled in the integrated resettlement areas but were to acquire the resident permits and continue living in their self-settled places.

The final pillar was for advocacy for host communities aimed at improving the economic conditions within and outside the integrated resettlement areas through supporting chiefdoms and generating a positive impact on the neighboring communities and areas. Figure 1 shows the plan of the integration programme in Zambia.

**Figure 1: Zambia’s Local Integration Programme Plan**



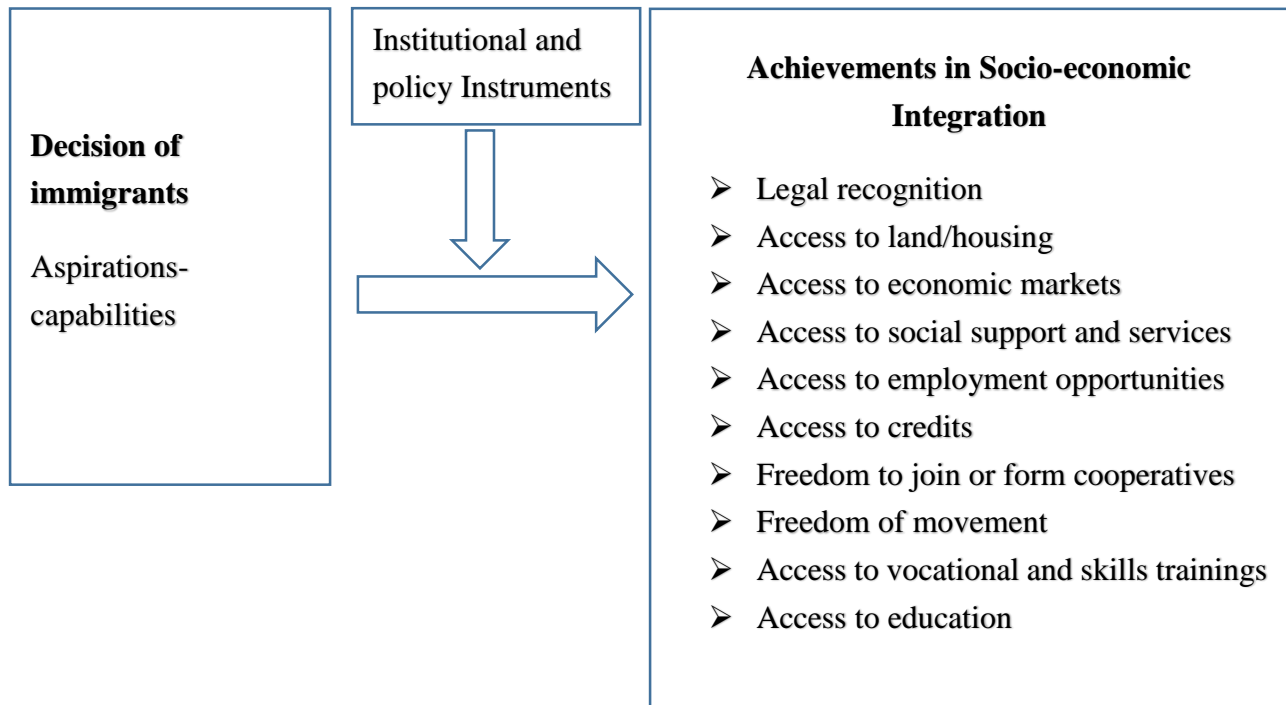
**Source:** Adapted from the Zambia Strategic Framework for the Local Integration of Former Refugees in Zambia 2014.

## 2.5. Conceptual framework

A conceptual framework is defined as the researcher’s logical operationalization of the key concepts in the research process (Kivunja, 2018). It shows the underlying thinking, structures, plans and practices and how these are to be implemented based on the reviewed literature. In any research study, conceptual framework highlights how variables interact with each other.

Figure 2 shows the variables used in this study and how they influence each other. The decision to integrate in the Zambian society was made by former refugees on the basis of their aspirations and capabilities at the time of application of the cessation clause. Their aspirations were supported by the institutional and policy instruments in place in the country to support such a planned venture. The achievements and challenges of the socio-economic integration are expressed or exist in the form of the legal recognition which gives the former refugees rights and entitlements to many national benefits such as land, access to economic markets and opportunities, access to social services, freedom of movement, freedom to participate in the community decision making and many others. These attributes are the key indicators of the achievements or challenges of the program of socio-economic integration.

**Figure 2: Conceptual Framework for Socio-economic Integration**



**Source:** Author's own conceptual framework: 2022

In this chapter, a review of existing literature related to this research has been given. This was done by defining the key terms used in the study in order to clarify the meaning of the terms to the readers. Afterwards, the theories of integration, existing empirical literature were give. In addition to these is shown Zambia's plan for local integration. The chapter ends with a conceptual framework which guided this research.

The next chapter, methodology will describe the scientific approach and choices of the research methods that were made in order to achieve the objectives of the study. The chapter also discusses the constraints experienced during the research, the measures undertaken to ensure that the results were reliable and valid as well as conformity to research ethics.

## **CHAPTER THREE: METHODOLOGY**

This chapter describe the scientific approach and choices of the research methods that were made in order to achieve the objectives of the research. These are presented as the research design, study population, sampling techniques and size, data types, collection methods and analysis. It also describes the study area. Further, the chapter discusses the constraints experienced during the study, the measures undertaken to ensure that the results were reliable and valid as well as conformity to research ethics.

### **3.1 Research Design**

A qualitative case study research design was used in this research. According to Paparini *et al* (2020), a qualitative case study design utilizes non-numerical data to give in-depth understanding of phenomena in their real life settings for intervention, implementation and effects. Therefore, this research design was ideal for use in this research for it allowed for generation of in-depth understanding of the problem under investigation in its real life natural context bearing in mind that there are more than one groups of former refugees that were integrated in Zambia. Some are settled in Mayukwayukwa while others are self-settled in urban and rural areas. In addition, the research design created understanding from the data specific to the area of study as the data analysis unfolded based on the recommendation from Aspers and Corte (2019). By obtaining data through social construction and meaning from the experiences of the integrated former refugees and the government officials involved in the integration program, an understanding of the outcome of the local integration program was created.

### **3.2 Study Area**

This research was undertaken in Meheba Integration resettlement area. A map of the study area is given as appendix 1 at the end of this document. Meheba Integrated resettlement area covers as area of about three hundred square kilometers (Strategic Framework for the Local Integration of former Refugees in Zambia, 2014). The settlement is located in Kalumbila district in North-Western province of Zambia and was initially part of the larger Meheba refugee settlement before it was partitioned to create space for settling former refugees undergoing local integration after the loss of their refugee status while the other part remained for hosting active refugees.

The economy of Meheba is based on natural resources related activities such as small scale rain fed agriculture, harvesting of forest products and small scale entrepreneurial businesses like trading (Zambia Central Statistical Report, 2021). Most of the agriculture produce are sold in their natural form.

The area is endowed with well drained fertile soils covered with miombo forest. This woodland is important to the region as it provides a number of ecological functions including soil protection, wood fuel and bee keeping. The area experiences semi-equatorial type of climate characterized by average temperatures of 34 degrees Celsius and rainfall occurrences of 1,1000 mm annually from the beginning of November to the end of April. This makes the area to belong to the high rainfall areas of Zambia. The Zambia Meteorological Department (2020) states that these rainfall figures have become less predictable due to climatic variations away from the normal. But generally, the rainfall reliability in the area is still high with little to no drought risks.

### **3.3 Study Population**

Study population is defined as the unit of analysis or the entity being examined and ultimately analyzed to provide a conclusion that explains the outcomes and addresses the research problem (Casteel and Bridier, 2021). In this research, the study population included the two hundred and eighty-five former Angolan refugees' household heads who were locally integrated and allocated farm plots in the integrated resettlement area. The other population was comprised of government officers responsible for the local integration programme. The final population was that of government of Zambia institutional and policy instruments relating to local integration.

### **3.4 Sampling techniques**

Sampling is defined as the selection of a subset of the population of interest in a research study (Turner, 2020). Two sampling methods were used on the two types of populations that provided data for this research.

#### **3.4.1 Snowball sampling**

The sample of former Angolan refugees was selected from the study population using the snowball method. Parker *et al*, (2020) notes that, this sampling technique involves the researcher accessing informants who further directs the researcher to other informants. Its main value as a method, lies in dealing with the difficult problem of obtaining informants where they are few in number, are

geographically dispersed or where higher levels of trust are required to initiate contact. Dealing with a population that is geographically dispersed in a large settlement block with many other groups of people made snowballing technique appropriate for use in this study. The researcher used the first contacts to get to other former Angolan refugees.

### **3.4.2 Purposive Sampling**

In this research, key informants engaged in the resettlement of the former refugees were purposively selected for interviews. Purposive sampling uses the researcher's judgement to identify and select samples from a population that must be included in a study based on sample's relevance to the matter of interest (Amesi *et al*, 2019). Therefore, purposive sampling was ideal for selecting key informants involved in the local integration of former Angolan refugees. These respondents gave an in-depth understanding on the Zambian government's policy on local integration, stated what was planned for in the local integration program in Meheba as well as what had been achieved so far and what remained to be achieved. Purposive sampling was again used to select relevant institutional and policy documents containing information on local integration of former refugees in Zambia.

### **3.5 Sample Size**

In this research, thirty (30) in-depth interviews with former Angolan refugees were conducted. This was as per recommendation of data saturation and sample sizes in qualitative research involving in-depth interviews by Barker and Edwards (2012). Barker and Edwards theorized the sample range of 20-30 interviews in order for the data to reach saturation and redundancy across relevant characteristics, concepts and be considered scientific in nature worthy of publication. Two (02) key informants from the Department of Resettlement also made part of the sample that responded to the interviews. These were chosen by the researcher based on their expert knowledge to the study topic as recommended by Bryman (2012).

### **3.6 Data Collection**

Data collection is the process of collecting, measuring and analyzing information on variables of interest in a designed manner to enable answering of the research questions and evaluation of outcomes (Dornyei, 2007). In this research, information was obtained from primary and secondary data sources.

### **3.6.1 Primary Data Collection**

Primary data refers to firsthand information (Bryman, 2012). In this research, primary data collection was triangulated and collected using semi-structured interviews and the researcher observations that were made during the primary data collection. Three interview schedules were designed. One was for the former Angolan refugees resettled in Meheba integrated resettlement area, the other for the officer under DOR based in the integrated resettlement area and the last one was for the senior planner in the DOR.

#### **3.6.1.1 Semi-Structured Interviews**

Semi-structured interview guides were used in collecting primary data for this research. According to Bryman (2012) a semi-structured interview is a qualitative research method that combines predetermined sets of open-ended questions with the opportunity for the interviewer to explore particular responses further. These were used in this study as a data collection tool. They enabled to collect data from respondents on their experiences and understanding of socio-economic integration into the Zambian society. The semi-structured interviews with the former refugees included questions on their bio data, their experiences, perceptions and meaning of being locally integrated in Zambia. According to Robinson (1998), local integration is individualized, contested and contextual hence it requires qualitative understanding which allow the voices of the affected people to be heard in an unadulterated form. Other semi-structured interviews were conducted with key informants to get their expert opinions on socio-economic integration.

#### **3.6.1.2 Direct Observation**

Direct researcher observations were conducted simultaneously with the semi-structured interviews when collecting primary data. This was in line with the recommendation by Busetto *et al* (2020), who argues that direct observations allow the researcher to uncover factors important for a thorough understanding of the research problem that were unknown when the study was designed. Further, Smith and Onwuegbuzie (2018) states that observations are useful in gaining insights into certain settings and actual behaviors as opposed to reported behaviors or opinions. Consequently, in this research, the researcher used observation in combination with the semi-structured interviews in order to get insights to the answers to the research questions in the semi- structured interviews as some of the questions may could not have been phrased in the right context of the



situation on the ground. What was learnt from observations helped in not only understanding data that was collected using semi-structured interviews but also to come up with follow up questions that gave the best understanding of the issue at hand. This gave direct experience of the socio-economic integration which was under study and created an opportunity to see and hear what was happening in the social setting, rather than focusing solely on narrative descriptions from the respondents.

### **3.6.2 Secondary Data Collection**

Secondary data refers to second-hand data that is used in a study but collected and recorded by other people for their own purpose (Bryman, 2012). In this research, secondary data refers to data that was obtained from peer reviewed journal reports, Zambian Government publications and reports, institutional/organizational records and reports such as 1951 Refugee Convention and its 1967 Protocol, the OAU Refugee Convention of 1969, national laws and regulations pertaining to refugees in Zambia like the Refugee Act of 2017, United Nations General Assembly Resolutions, UNHCR Executive Committee Conclusions (Excom), UNHCR Statute, Notes and Guidelines on Cessation Clause, Local Integration and Commentary on durable solutions. The findings from the secondary data were the main source of data to the first objective for this research.

## **3.7 Data Analysis**

The research findings were analyzed qualitatively using descriptive, thematic and document analysis methods. Primary data analysis was triangulated using descriptive and thematic analysis.

### **3.7.1 Descriptive Analysis**

Descriptive analysis is defined by Kaliyadan and Kulkarni (2019) as a method of data analysis where information is presented in a general summary as percentages, graphs descriptive statistics and many other statistical forms. Descriptive analysis was ideal for ideal and used in this research because it allowed for analysis and understanding of the demographic characteristics of the former refugees' respondents. This information was important in knowing the socio-economic characteristics of the population under study. Findings from the bio data of the former Angolan refugees were coded, and thereafter presented in a table as descriptive statistics of percentages. Findings from the researcher observations were analyzed by describing the observations that were made during the data collection.

### **3.7.2 Thematic Analysis**

Thematic analysis involves reporting findings based on themes generated within the data (Gasteberry and Naleu, 2018). In this research, thematic analysis was found to be ideal and hence used. The themes and patterns were created according to the components of socio-economic integration recommended in the theoretical framework used in this study.

### **3.7.3 Document Analysis**

Document analysis is the method of analyzing preexisting texts from documented sources such as policy, government documents and many others (Rapley (2007). In this research, document analysis was found suitable and used in analyzing the Zambian institutional and policy instruments in place to support the socio-economic integration of the former Angolan refugees in Meheba Integrated resettlement area. Other documents reviewed included the UN and OAU conventions.

### **3.8 Study Limitations**

Study limitations is defined as the weaknesses, challenges or barriers beyond one's control which they face during the period of undertaking the research (Bryman, 2012). This research was not an exemption to such influences in that the researcher faced a time constraint. This prevented the researcher from collecting data from other key informants that she had planned to interview as she was writing her final research report from another country where she was studying from. As a result, only key informants from the DOR were interviewed in the limited time she had. Interviewing additional key informants from other departments and ministries and non-governmental organizations would have added to the findings of the study.

### **3.9 Reliability and Validity**

Reliability of results is defined as the extent to which the results of a study or research can be replicated or repeated and be able to give consistent results over time (Golafshini, 2003). In order to ensure that the results from research were reliable, a similar semi-structured interview guide was used for primary data collection from all former Angolan refugees.

Validity is described as the indication as to whether the means of measurement used in a study are accurate and whether they actually measure that which they were designed to measure (Delliou, 2020). The results of this research are valid in that first of all, the researcher was under the supervision of a professor from the University of Rwanda who has extensive knowledge and vast

experience in carrying out research. The supervisor diligently guided the researcher on the appropriateness of the research methodology and methods and consistently guided the researcher to make the necessary changes at every stage of the research as recommended by Hayashi *et al* (2019). Secondly, validity was maintained by including verbatim of the respondents in the data analysis part of the results as presented in the forthcoming chapter containing findings and interpretations as recommended by Patton (2002). Finally, validity was again maintained by engaging the respondents to comment on their responses to ensure that the answers the researcher got were those that the respondents meant to give as guided by Elo *et al* (2014).

### **3.10 Research Ethics**

Research ethics are stated to be a vital part of any research that have to maintained throughout a research (Bryman, (2012). Research ethics are undertaken in ways such as voluntary participation and consent of the participants, confidentiality, risk of harm, institutional review b, applying for ethical approval, integrity and transparency and many others. Based on these recommendations, in this research, ethics were observed by getting approval to undertake the research from the College Commandant at Rwanda National Police College, the Director at the DOR, consent was gotten from the respondents before proceeding with the interviews and the intentions of the study were communicated to the respondents as shown in the introductory parts of the interviews attached at the end of this document as appendix 2,3 and4. Authority letters to undertake research are attached as appendixes 5 and 6. Further, the identities and responses of the respondents were kept in confidence and the final report adheres to the University rules on scientific ethical writing attached at the end of this report as appendix 8.

In this chapter the methodology that was used in this research have been presented. These include the scientific approach and choices of the research methods that were made in order to achieve the objectives of the research. These include, the way that the information for the dissertation was obtained, a discussion on the choices of the research methods, constraints experienced during the research, measures taken to ensure reliability and validity of the research results and the ethical considerations that were observed. This chapter is the basis of the reliability and validity of this research findings.

The next chapter contains the research findings and the interpretations of their meanings. The aim of this chapter is to answer the research questions and fulfill the purpose of undertaking this research.

## **CHAPTER FOUR: FINDINGS AND INTERPRETATION**

This chapter presents the research findings and interpretations thereof. The results are used as the basis of analysis in themes under each objective. In some parts, the results are presented as voices of the respondents' views, ideas, conceptions and experiences on the topic under study. The aim of the analysis under each theme is to answer the research questions and fulfill the purpose of this dissertation. The analysis is structured according to the theoretical and conceptual frameworks and the empirical research findings done by other researchers in different countries.

The chapter begins by presenting the demographic characteristics of the former Angolan refugees that were interviewed for this research. Thereafter, it gives responses to the research questions on; What the institutional and legal instruments governing the local integration of former refugees in Zambia are; what achievements have been made so far regarding the social-economic inclusion of former Angolan refugees in Meheba integrated resettlement area; What challenges are being faced in the implementation of the local integration of the former Angolan refugees? and what the Zambian government and other partners can be doing to support the social-economic integration of the former refugees.

### **4.1 Demographic Characteristics of the Respondents**

The demographic characteristics of the sample are given in the table below in order to show the general overview of the characteristics of the population under study.

The findings in the table indicate that the majority (53.3%) of the interviewed household heads were males while the rest (47.7%) were females. This shows that most households were headed by males compared to females. Most of these household heads were aged 25 years to 50 years old whereas household heads aged below 25 years and above 59 years were having similar proportions (6.7%) indicating that the majority of the former refugees that opted to remain in Zambia were those that came into the country as young children or were born in Zambia and decided not to return to Angola due to the attachment they have with the Zambian society.

The younger age group of less than 25 years had and the older aged group of more than 50 years had equal and smaller (6.7%) representations as household heads. The low representations could be arising from few permits given to young people and that older people could have opted to repatriate back to Angola respectively.

**Table: Demographic Characteristics of the Interviewed Former Angolan Refugees**

<b>Variable</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Female	7	46.7%
	Male	8	53.3%
Age	Less than 25 yrs	1	6.7%
	25 – 50 yrs	13	86.7%
	Above 50 yrs	1	6.7%
Country of Birth	Angola	5	33.3%
	Zambia	10	66.7%
Marital Status	Single	1	6.7%
	Married	10	66.7%
	Divorced	Nil	0%
	Widowed	4	26.7%
Household Size	Less than 5	2	13.3%
	5 - 10	8	53.3%
	Above 10	5	33.3%
Level of Education	Never Attended School	3	20%
	Primary Education	8	53.3%
	Secondary Education	4	26.7%
	Tertiary Education	Nil	0%
Vocational Training	Trained	15	100%
	Untrained	Nil	0%
Annual Income	Less than K5,000	Nil	0%
	K5,000 – K10,000	7	46.7%
	Above K10,000	8	53.3%

**Source: Primary Data (2022)**

Most (66.7%) of the respondents were born in Zambia which could again explain their reason for opting to stay during the voluntary repatriation period as these people might have a strong connection with Zambia in comparison to Angola. As one respondent put it;

*“I have no plans of going back to Angola because I left that place as a child and I have no memories of that place. I am now socially attached to Zambia and I can live anywhere in this country with my new Zambian identity”.*

These findings fit with some of the conditions that were set in the Zambia Initiative Development Plan (2016) on the eligibility criteria that was used for selecting the Angolan refugees to be locally integrated in the country.

No respondent was divorced but the majority (66.7%) were married with a quarter (26.7%) widowed while only one respondent was single. The majority (86.6%) of the households are composed of more than five members indicating big family sizes.

There was no respondent who had attained tertiary education. The majority (80%) had primary and secondary levels of education while the rest (20%) lacked any form of education. This could explain the reason why most of these respondents were living in the resettlement scheme as they lacked professional education to help them find formal jobs. However, all the respondents had vocational training skills acquired mainly during their stay as active refugees and they stated that they have continued to receive vocational training in various skills. The majority (53.3%) of the respondents indicated that they were earning annual incomes of more than ten thousand kwacha (K10,000) while the rest (47.7%) were earning annual incomes of between five thousand kwacha and ten thousand kwacha.

Some of the mentioned characteristics of the sample of a youthful population, a big average household size and low household income were similar to those of other rural areas in the country (Central Statistics Office, 2022). This study indicates that the sample fits into the description of the average characteristics of a Zambian rural population.

#### **4.2 Institutional and legal instruments in place to Govern the Integration of Former Angolan Refugees in Zambia.**

The first research objective was aimed at understanding the existing institutional and policy instruments in Zambia towards the local integration of refugees. To fulfill this objective, much of the information was obtained using secondary data based on existing national laws, policies and frameworks related to the study at hand. These were the Constitution of Zambia, Citizenship of Zambia Act, The Migration and Deportation Act of 2010, The Refugee Act of 2017, National

Resettlement Policy, Vision 2030 and the National Strategic Framework for the Local Integration of Former Refugees in Zambia. The secondary data was combined with interview responses from the senior planner in the Department of Resettlement.

A review of existing above mentioned national documents reviewed that the Constitution of Zambia and the Citizenship Acts of Zambia provide for foreigners live in the country as national residents. Such residents who consecutively stay in the country for more than ten years can apply to obtain the national citizenship in according to (Article 6(1) (b) of the Constitution Chapter 1 of the Laws of Zambia). *Zambian Citizenship Act (2016 revision)* defines a national resident as someone who stays in Zambia and holds a residence permit issued under the *Immigration and Deportation Act of 2010*. Therefore, the former refugees under local integration program will be eligible to apply and obtain *Zambian citizenship* after ten years of holding their resident permits.

An interview with the senior Planner in the DOR reviewed that despite the long period of more than ten years that the former refugees had been residing in Zambia, the years of residence prior to obtaining the residence permits were not taken into consideration. This was because the former refugees held a legal status of refugees instead of national residents. The officer stated as follows;

*“The long periods of times that the former refugees had lived in the country were not considered as part of the years that would make them qualify for citizenship. This is because the former refugees were considered as active refugees during those times and not resident citizens”*

In addition to the *Zambian Constitution* and the *Zambian Citizenship Act*, the *Immigration and Deportation Act of 2010* also contains laws regarding residence in Zambia. It stipulates immigrants and travelers’ entry and exit regulations and guides on deportation of unlawful stayers. Part IV of the *Immigration and Deportation Act of 2010* defines the various conditions and types of residence permits that one can get in Zambia. This act stipulates clearly the conditions and rights of a *Permanent Resident in Zambia*. Under Article 21(5) it defines the criteria for issuance for temporary permits.

In addition to the mentioned instruments at national level, Zambia is party to the *1951 Refugee Convention and Protocol Relating to the Status of Refugees* and the *OAU (Organization of African Unity) Convention in 1969*. Based on the two international conventions, Zambia has been having



Acts to guide on the management of refugees in the country. The current one called the Refugee Act of 2017 replaced the Refugee Control Act of 1970 which needed amendments in order to align the Act with wider international protection standards and good practices of facilitating local integration. The new Act contains the status of former refugee and spells out clearly the definition of former refugees as those refugees whose status as refugees ceased and chose not to return voluntarily to their home countries but to stay in Zambia, as was the case for Angolans who opted for this alternative.

Other guiding policies are the vision 2030 of moving the country to a higher economic category of 'prosperous middle-income status by 2030' through economic growth and wealth creation, social investment and human development and sustainable socio-economic development for all in the country. In addition, Zambia being a party to the UN, integration was also guided by the sustainable development goal number 16 which comments on inclusiveness and leaving no one behind.

The local integration programme in the case of the former refugees living in Meheba was mainly supported at local level by the National Resettlement Policy of 2015 which designed a trans-governmental approach to plan and support local integration scheme. The ultimate goal of this policy is to resettle people under the DOR and empower such people with secure land tenure which allows for legal recognition to ownership of the land. The resettlement schemes can be acquired on voluntary basis and involuntary basis. Involuntary resettlement is applicable to households that have been forcefully displaced from land by either a natural calamity or by planned development activities.

The policy that essentially set everything in motion was the Strategic Framework for the Local Integration of Former Refugees in Zambia of 2014 whose objectives were to support transfer of the legal status of the former refugees in order to allow them access to wider range of rights and entitlement, involvement of relevant stakeholders to ensure successful local integration, farm plot demarcations and allocation to the former refugees, stabilization of former refugee lives in the resettlement areas and resource mobilization.

The senior planner revealed that;

*“At the time of locally integrating the former Angolan refugees, the Government of the Republic of Zambia (GRZ) had come up with a criterion for eligibility that was used in the screening of the former refugees. Based on this criteria, all the Angolan refugees whose status had already ceased and were ineligible to local integration were made to return to their home country”.*

### **4.3 Achievements made in the Social-Economic Inclusion of Former Angolan Refugees in Meheba Resettlement Area**

The second objective of this research was to find out on the achievements made so far in the social-economic inclusion of former Angolan refugees in Meheba resettlement area. This was addressed by answering the question on what achievements had been made regarding the socioeconomic inclusion of the former Angolan refugees. This was for the purpose of highlighting what was planned for in this program and what remained to be achieved.

An interview with the Senior Planner in the DOR revealed that, the local integration project was planned in line with national and local development plans, the Seventh National Development Plan and the United Nations Development Assistance Framework. The Zambia government pledged to give long term resident permits to eligible Angolan refugees upon their producing of official identification documents such as passports from their country of origin. The government also pledged to help the former refugees to become self-reliant by providing them with land in mixed communities of living side by side with Zambian nationals, provide the mixed communities with basic services commensurate to others in the country and to help with any other basic necessities in the resettlement areas.

The budget for the local integration of all former refugees in the country was twenty million, nine hundred and forty-seven thousand and three hundred and forty-two United States Dollars (\$20,947,342). This budget was inclusive of the alternative legal status, the integrated in-country resettlement programme and the support to local host communities. The local integration budget was to undergo adjustments would need arise during the project implementation phase.

Among the initial activities planned to be undertaken in the two resettlement areas were land de-gazetting of part of refugee camps (in Mayukwayukwa and Meheba) to resettlement areas, demarcation and numbering of plots and soil assessment surveys. This work was to be jointly

undertaken by DOR in the Office of the Vice President, the Ministry of Agriculture's Land Use Planning Unit and the Surveyor General's Office.

The Senior Planner further revealed that the local integration program was expected to reach sustainability after the resettled former refugees and the host counterparts were transformed and improved through the reduction in the need for aid assistance from Government of the Republic of Zambia (GRZ) and any donor organizations. This was planned to be achieved in two to three years after the resettlement would have occurred. Further, GRZ in conjunction with UNHCR planned to mobilize additional resources and actors to support the successful implementation of the local integration program. This was to include creation of a data base for active and former refugee information to various stakeholders such as government and Non-Governmental Organizations (NGOs) and private companies to allow for former refugees to access employment and other benefits entitled to host Zambians.

The officer from the DOR stated that the money was released land degazetting was completed. He also stated that all the land demarcations and soil assessment surveys had been undertaken and completed as planned.

#### **4.3.1 Issuance of Resident Permits**

When the officer from DOR was asked as to whether the resident permits had been issued to the former refugees, he responded that all the former refugees that were living in the integrated resettlement area had been issued with resident permits. He emphasized that resident permits were a precondition for a former refugee to be allocated land in the integrated resettlement area.

The former refugees who participated in this study were also asked as to whether they had been issued with resident permits. It was found that all the respondents interviewed were in possession of Zambian resident permits. One respondent said;

*“I was given my Zambian resident permit in 2017. As a former Angolan refugee in possession of a Zambian resident permit, I'm eagerly waiting to be given the Zambian green national identity card because having an Angolan passport makes me feel as though I'm still Angolan but i want to be a Zambian national”.*

The officer from DOR revealed that Zambian permanent residence permits were only issued on condition that one was in possession of an Angolan passport which all the former Angolan refugees had to acquire prior to the issuance of the resident permits. He also revealed that the influence to locally integrate the Angolan refugees came from the international community after realizing that Angola was peaceful, stable and there were no more threats to the Angolan refugees in their country. He specified that the permanent residence permits give the former refugees all the rights as Zambian citizens except that of active political participation. The residence permit can be held for a period of 10 years after which one qualifies for application for Zambian Citizenship or can renew it for another tenure of residence.

The resident permits that the former refugees own gives them a wide range of rights which puts them as equals to national residents and Zambian nationals. This legal status of the former Angolan refugees is similar to that of the Netherlands as recorded by Damen (2022) where resident permits are issued instead of naturalization identities as opposed to the direct naturalization of refugees which was undertaken by Tanzania towards Burundian refugees in Tanzania (Kuch (2016).

The issuance of resident permits is proof that Zambia did fulfil its pledge of giving the former refugees the country's legal identity that allows for the enjoyment of all rights like national citizens although having limits on political participation. These results prove the recommendation by UNHCR (2014) and Ager and Strang, (2008) who stated that local integration has no universal method of application but must be tailored to the specific country context.

#### **4.3.2 Issuance of Land**

All the respondents stated that they were given land for their farming activities. They said that their new plots were much bigger than the ones they were occupying in the refugee camps and were giving them more income in comparison to the ones that they had in the active refugee settlement area. When asked as to what they were using their new pieces of land, they responded that they were cultivating crops such as groundnuts, beans, maize soya beans, rice and other crops. One responded said;”

*“Following my acquisition of a new status as a former refugee, I was given a new piece of land in this resettlement area. My new land is bigger in comparison to the one I was*

*occupying in the refugee camp where I used to live and it has enabled me to increase my agricultural output”.*

Another responded as follows;

*“I now have a bigger portion of land to cultivate in comparison to the one that I had in the refugee camp. I have always lived as a farmer and I have not seen it as a challenge continuing life as a farmer in this resettlement area”.*

The officer from the DOR based in the area confirmed that the new pieces of land that were given to the former refugees were much bigger than the ones that they were occupying in the refugee camp. The plots in the refugee camp were less than a hectare while those in the integrated resettlement area range from five to ten hectares and this is what was given to all the people that were being resettled in the area for both host nationals and former refugees. He explained that the settlement approach was envisioned that former refugees be given small holder farm plots under the premise that this will enable them to have self-reliance in the medium to long term.

The issuing of land to the former refugees is another proof of the fulfilment of another of the pledges for socio-economic integration of the former refugees that the country made. Although the pieces of land are not big enough to allow one to venture into commercial farming, with proper planning and making farming as a business, the five to ten hectares pieces of land are big enough to make one produce enough crops for sell to meet most basic needs of the beneficiaries. These findings support the intentions of making the former refugees to become self-reliant as was envisioned in the Zambia Initiative Development Plan of 2016.

#### **4.3.3 Freedom to Access Markets and Engage in Alternative Income Generating Activities**

When asked on whether the former refugees had the freedom to access markets inside and outside integrated resettlement area and the freedom to engage in other income generating activities other than farming, all the respondents confirmed having been given the right to produce agricultural products of their choice and sell these at their preferred market either in the resettlement area or outside the resettlement area. However, they expressed concerns that they are unable to access the better markets outside the settlement area due to poor road network infrastructure. One of the respondents was quoted saying;

*“Transportation costs are high constraining our livelihoods options. I wish the roads in the settlement could be graded or possibly tared so as to increase economic opportunities from the settlement”.*

The majority (86.6%) of the respondents stated that they were engaged in other various alternative sources of income other than farming. These were in the form of small-scale businesses such as trade in the nearby market where they engaged in buying and selling of groceries, food items such as vegetables and fruits and charcoal production.

In addition to access to markets for the farm produce and engagements in alternative sources of income, an interview with the officer from the Department of Resettlement revealed that the former refugees have the right to own properties and dispose them just the way Zambian nationals can.

#### **4.3.4 Access to social support and services**

The respondents stated that they had been receiving social support from GRZ and other cooperating partner NGOs to enable them meet their basic necessities. They highlighted that they had been beneficiaries of the government’s small scale farmer support in agriculture and various other social support services that were been given to the host citizens. However, they expressed disappointment that they were left out of the small-scale farmer support program in the 2020/2021 farming season for unknown reasons. One of the respondents stated as follows;

*“We have always been receiving the farmer support services all the years we moved to this place. However, we don’t know why we were left out from the support in the last faring season as no one explained to us what was happening. But I am hopeful that all will be ok in the coming years”.*

When asked as to whether they were at liberty to access health and medical services as do the host citizens, all the respondents stated that they were free to access medical services from any clinic or hospital in the country in the same manner that Zambian nationals do. A respondent said the following;

*“I can access medical services for free from any government clinic or hospital in the same way that Zambian citizens do. I have not experienced any form of discrimination towards*

*accessing medical services in my area. I have never heard any person from our group complain that they have been denied access to medical services”.*

#### **4.3.5 Access to employment opportunities**

When asked whether the former refugees were employed or had been employed before in the public or private sector of the economy, they all responded to the negative. When asked follow up questions as to why they were not participating in any formal employment, many highlighted that they were not educated enough and lacked the required qualifications to have jobs. Other than the lack of qualifications, they stated that the area where they live is far from most employing institutions and organizations. They all said that the only common means of life was farming and small scale businesses.

When asked a question as to whom they thought might be given first priority in case there were to be employment opportunities either them or Zambian nationals or that the jobs can be fairly offered, they all replied that they knew that they could be considered for the employment opportunities. However, they had no doubts that Zambian nationals would be given first priority.

One responded said;

*“I don’t think I can get a formal job because my education standards are very low. However, if there were to be job positions for my level of education, I am pretty sure that I can be employed but of course, I know that a Zambian national can be given first priority over me”.*

When asked as to whether any of their children who had completed secondary or tertiary education had been employed, they stated that even their children are not being employed for unknown reasons. One respondent said;

*“We don’t know why our children are not being considered for job opportunities in this community. Last time there were massive recruitments in the Zambia Army and Police Service. Some children of Zambian nationals were recruited while no child from our group was considered. This situation is very demoralizing to our school children as they can’t see any benefits of being sent to school. As you know, our community is made up of poor people and such recruitments are the only rare opportunities that can assist our secondary*

*school graduate children get jobs as we can't afford to pay college or university tuition fees".*

When asked on whether public and private employers can easily employ this group of people, the officer from DOR stated that most public and private institutions are reluctant to offer employment to the former refugees as they are holders of resident permits and the Zambian labor laws state that an institution can only employ a foreigner who is an expatriate and in possession of a valid work permit which these people do not have. He expressed concern to this issue and stated that there is need to carry out sensitization among public and private employing organizations that the locally integrated former refugees are eligible for employment just like other Zambian citizens and are also entitled to the same conditions of service like Zambians.

#### **4.3.6 Access to credits**

All the respondents stated they were informed at the time of moving into the resettlement area that they were eligible to access credits with the National Savings and Credit Bank (NATSAVE) that has an agent in the area. But when asked a follow up question as to whether they had made any attempts to acquire loans. All of them said that they had no knowledge on how to go about the process of accessing loans. One of the respondent relied as follows;

*"I lack knowledge on how to get a loan from banks or other formal money lending institutions although at one time, we were informed that we are eligible to getting loans. I need more information on this issue for me to take up the opportunity to venture into businesses to improve their lives".*

Others stated that they were afraid of getting loans for fear of possible defaulting which would lead to facing the law or loss of their status. As they did not want to lose their status, they preferred to stay away from the loans. This was stated as follows from one respondent;

*"I know that I am eligible to get a loan from NATSAVE, but I would not do so because I fear investing the money into a business and running at a loss with the money. If that is to happen, I have nowhere to find money to repay the loan and I wouldn't want to run into problems with the law for being a defaulter with my loan".*

Another respondent said;



*“We were informed that we can apply for loans as a cooperative from National Savings and Credit Bank (NATSAVE). However, we have never attempted to borrow money from the bank because we do not know how to go about the process”.*

Still on this question, others said that they did not have land titles to use as guarantors for the loans as they had not yet received titles to the land they were occupying despite being promised by GRZ that they would receive ownership titles to the farm plots in the resettlement area.

#### **4.3.7 Ability to form or join cooperatives**

All the respondents highlighted that they were at liberty to join or form cooperatives either as former refugees or with Zambian nationals and all of them confirmed being active members to various cooperatives that are composed of host Zambians living in the resettlement area. They all stated that they were always being advised to form cooperatives that are a combination of people from their group and host nationals. In all the existing cooperatives, benefits sharing were reported to be on equal basis regardless of one’s origins.

When asked a follow up question as to whether, the host people consider them as equal partners in these cooperatives and in their daily lives, they all responded that Zambians do not discriminate them in any way. They treat them with aggregate respect the way they treat their fellow Zambians.

These responses were confirmed by the observations made during data collection. One cannot tell the difference between the former Angolan refugees and the host nationals. They all spoke the same local language in the area without any distinctions in the language accent. They went to the same churches and attended social groupings together. One could only know of the origins of the people in this community after asking their original identities.

These results show that government’s encouraging of blended cooperatives over those composed of people of the same nationality is proof of its efforts towards removing social barriers between the two groups and meeting the targets of social integration. These findings are in line with the recommendations by Ager and Strang (2008) that social barriers must be removed and interactions between the refugees and the host populations must be encouraged in order to achieve social integration of refugees. The findings also suit Jacobson (2001) recommendations in her paper in *The Forgotten Solution: Local Integration of refugees in developing Countries* in which she stated

that successful integration depends on host government's efforts and the relationship between the host population and the refugees.

#### **4.3.8 Freedom of movement**

All the respondents confidently confirmed that as former refugees with resident permits, they were at liberty to move out of the resettlement area for whatever reasons they would have. They were free to live in any part of the country. One explained;

*“We were informed that our resident permits allow us to move out of this area and settle anywhere we would like to. This place is supposed to act as our home villages where we can always go back to in case we venture out of this area and thereafter life fails us”.*

These sentiments were also shared by the officer from DOR who confirmed that the former refugees are entitled to move freely to any part of the country. They can live anywhere they wish in Zambia. The integrated resettlement area is a form of village they can identify themselves with in Zambia.

The freedom of movement empowers the former refugees to engage openly with their neighboring communities, access basic social services not available near to them and to seek for economic opportunities outside the integrated resettlement area. This can contribute to their development and progression socially, culturally, and economically as proposed by Hynie (2018).

#### **4.3.9 Access to vocational and skills trainings**

All the respondents stated that they had received more than one training in vocational skills in their current status as former refugees. Most of these were in farming activities with a few in other areas such as making table clothes. They also stated that prior to moving into the integrated resettlement area, they had received many other vocational skills in farming, and bee keeping. They expressed the need to have a permanent vocational skills training center in the resettlement area that can be offering various trade skills away from the ones of farming that were commonly being offered. When asked as to why they wanted diverse vocational skills, they responded that this would diversify and increase their income generation capabilities. One respondent stated as follows;

*“I would love it if this place had a permanent vocational skills training center to offer us vocational skills in carpentry, tailoring, catering, bricklaying which can help me with*

*finding or establishing alternative means of living other than farming. I believe such skills can enable me to increase my household earnings and possibly to start up a new life away from farming in this integrated resettlement area”.*

The officer from the DOR stated that following the resettlement into the integrated resettlement area, all the former refugees that were allocated plots in the area received skills training from government partners such as International Labour Organization, Caritas and others on how to start small businesses and undertake market research. They also received training from Hope Project by JICA, AAR Japan on vegetable production, rice growing, maize production, rearing of small livestock like goats, pigs, broilers, layers and village chickens. They now produce rice that is labeled “Maheba Rice” on their own under a co-operative.

#### **4.3.10 Access to education**

When asked about the ability of the children of the respondents to access education on an equal basis as the case is for Zambian citizen’s children, all the respondents pointed out that based on their experiences, their children have access to all levels of education in the same manner as do Zambian national’s children. They all responded that their children have access to the national exams and certificates, use the national curriculum and languages of instruction and are being taught by national teachers who teach other Zambian children. One respondent said;

*“Our children go to the same government school that children of the Zambian nationals who live with us go to. They also get free primary education like the children of the host nationals. The only problem we have is that we have to fund for our children’s secondary education as it is not free and as former refugees, most of us do not make enough money for such expenditures. I can’t afford to pay secondary school and tertiary education fees due to my dire economic situation hence my children can only get primary education which is free”.*

To confirm on this response, the officer from DOR was also asked the same question as to whether, the children of the former refugees have access to education in the same manner that host populations do. He stated that primary education in Zambia is free and all the children of the former refugees are entitled to this free education in the same manner as the children of the host nationals.

In addition to the free education, he said that the school in the settlement area follows all the education standards of the country. It uses the national syllabus, is staffed with enough teachers in relation to the recommended number by the Zambian standards of education. The classrooms at the school have students within the national accepted limits and that all the teachers that teach at the school in the resettlement area are professionals who are certified to offer teaching services in the country. All the teachers are on the Zambian government payroll.

He also clarified that former refugees are entitled to secondary and tertiary education according to the fees charged by such learning institutions to all Zambian nationals and anyone from this group of people is free to access secondary and tertiary education at the place of their choice anywhere in the country. His response was as follows;

*“All the children of the former refugees are taught using the same syllabus that is used to teach their Zambian counterparts. The ministry of education in Zambia ensures availability of the school syllabus that all the learners use and the primary school located in the resettlement area receives government financial and logistical support like any other public school in the country. There are no challenges regarding mode of instruction in the school because all the learners in the school speak the same language as there has always been contact between the former Angolan refugees and the local host community even before the launch of the local integration program. This language fluidity makes it easy for teachers to use one language for all the learners, hence making the provision of equal education easy”.*

When the former refugees were asked as to whether their children are treated in any different way from the Zambian students in school, they all responded that there is no difference between Zambian and other children. Their children do not experience any forms of discrimination from the teachers or other pupils. As parents of some children in the school, they said that they too participate in the school meetings in the same way that Zambian and other parents do. Their views are always respected by all the members of the school management and others whenever there are school meetings that require the attendance of parents. Their children have a sense of belonging, productive relationships with their teachers and fellow students and do not experience any forms of identity barriers. As one respondent stated;

*“I don’t think my children know that we are former refugees. All they know is that we live here with all these other people as one community”.*

An interview with the officer from DOR confirmed the above statement from one of the respondents. The officer said:

*“The children of the former refugees are treated just like Zambian Children. They access shared space in schools and learning spaces at all levels of education with the same teachers, using the same curriculum and same languages of instruction, write similar examinations as locals and get similar school certificates”.*

Significantly, it emerged that the only school that is located in the resettlement areas caters for the education needs of all the children in the area regardless of the nationalities of their parents. However, the only challenge is that the place only has one primary school. Once the learners complete primary school education, they have to trek long distances into the refugee settlement where the nearest secondary schools are located in order to access secondary education. The distance to these secondary schools is very long especially for children whose homes are at the far ends of the integrated resettlement area. One respondent explained;

*“Our children from this area are dropping out of school especially secondary education because this area has no secondary school. The nearest secondary schools are located far from here about 5 hours walk. We need a secondary school in this area. We also need, a skills college in area to motivate my children to further their education by aiming to get into college and acquire skills that can enable them to live their lives different from mine”.*

It arose from all the respondents that they need a secondary school and possibly a college offering various trades courses in the area to enable their children have easy access to secondary and tertiary education.

When asked a follow up question as to whether the children of the former refugees can also access the government bursaries to support their tertiary education as is the case for children of Zambian citizens who are vulnerable, the government officer responded to the negative. He stated that they can’t access the government bursaries because those are meant for the benefit of the Zambian citizens.

The positive response from all the respondents on education inclusion indicates that Zambia has committed itself to providing equal education opportunities to the children of the former Angolan refugees as was pledged. Inclusive education creates possibilities of these children to have more productive and fulfilling lives than those of their parents as was found by Cerna (2019) where she argued that education integration is important for the refugee children's academic outcomes and eventually their future labour markets and social integration.

The fulfilment of the pledge to include the former refugees' education in the Zambia is evident in governments' deployment of qualified teachers under government payroll, provision of learning resources for all students, renovation of the existing school to meet the national leaning standards and construction of staff houses to accommodate the teachers.

Fulfillment of the provision of education was also observed by the provision of the former refugees with access to national examinations and certification, use of the national curriculum at the schools where the former refugees learn from, use of the national official language as a mode of instruction. These findings are in line with the recommended structural and institutional forms of education integration by Dryden-Peterson,*et al*, (2018).

#### **4.3.11 Renovation of the school and construction of staff houses**

When asked as to whether, the plan to renovate the school and construct staff houses in the resettlement area was carried out, the officer from the DOR responded that the renovations of the school were undertaken and completed. He explained as follows;

*“The school has been operational since the opening of the integrated resettlement area. In addition, the ten staff houses that were planned for construction were built and completed. Currently they are being occupied by the intended staff”.*

#### **4.4 Challenges faced in implementing the local integration of former Angolan refugees**

The challenges faced in the program of locally integrating the former refugees were based on answering the research question on what challenges are being faced in the implementation of the local integration of the former Angolan refugees.

#### **4.4.1 Land titles**

All the interviewed respondents stated that they had not yet been issued with land titles for the new pieces of land that was issued to them. They added that this was preventing the former refugees from realizing additional social and economic benefits such as accessing loans from banks to set up business ventures. One former respondent former refugee stated as follows;

We were promised to be given land titles as soon as we were to shift to this place but to our surprise none of us has been given title to the land that was allocated to us. This negatively affects our ability to seek for loans form money lending institutions.

Another respondent stated as follows;

*“Other than this permanent residence paper that I got, I would love to be given title to my land as this would make me feel part of this country. The identification paper I hold is similar to the refugee card I had before we were told to choose whether to go back to Angolan or remain here. I chose to remain because of the attachment I have for this place and therefore I want that to be solidified with a piece of land in my name which even my children and their children to come can point at as something that belongs to the family because we are from this place”.*

#### **4.4.2 Absenteeism of school going children from school programs**

When asked a question as whether there were any challenges that have been observed or reported concerning the education of the children of the former refugees. The Officer from DOR stated that there were concerns by the primary school administration was recording high rates of absenteeism among primary school going children from all households in the settlement especially during the rice planting season as some families were in the habit of refraining their children from school activities to help with farm work. To address this challenge, government and cooperating partners are in the process of creating homesteads near the primary school for weekly accommodation of all families with school going children. This is hoped to curb the absenteeism problem as parents and guardian will be away from the temptations of preventing their children from attending school and will also be concentrating on the education of their children. However, these families are free to go back to their farms over the weekends to attend to their farming activities.

When the former refugees were asked as to why parents and guardians withdraw their children from learning activities at certain times of the year, one of them stated that they do so for immediate economic reasons. The respondent said;

*“I expect my children to help me out with farm work to earn money in order to help with the family requirements because of my dire economic situation”.*

These findings point to the fact that the former refugees might have limited information on the value of education. It is expected that education will empower the children of the former refugees with knowledge and skills to live productive, fulfilling and independent lives as adults Cerna (2019). However, the high cases of absenteeism are likely to diminish such possibilities and there is arguent need to take action and address this problem the way the integration officer was proposing.

These findings indicate that the parents and guardians of learners in the integrated resettlement area more concerned about immediate economic outcomes than long term benefits from education. They use their children to help them with providing for family needs that are more arguent than attending school which will give benefits in the long run. This situation is worsened by the lack of a secondary school in the area which could be one of the contributing factors to discontinuation of schooling at secondary school level for the learners from the integrated resettlement area. This has the potential to lead to the children of most former refugees having similar education characteristics to those of their parents and guardians where most of them never completed secondary education. In the long term, this condition can trap the futures of the children of the former refugees into the same economic situation as their parents are in.

#### **4.4.3 Inadequate multi-stakeholder involvement at local level**

When the officer from DOR was asked as to why the former refugees did not receive the small scale farmer support inputs as was the case in the other previous years, he stated that there were some technical problems in the Ministry of Agriculture at the time of the distribution of the farming inputs and that even Zambian nationals living in the integrated resettlement scheme were affected by the same challenge.

When the officer was again asked about the challenge of lack of consideration on government education grants and loans to the children of the former refugees who obtain good results at the end of their secondary schooling, he stated that plans are in the pipeline to start doing so. He



expressed serious concern about the issue and assured that it was going to be tabled with the ministry of Higher Education within the first quarter of the year.

He commented of the said challenges as follows:

*“There has not been sufficient expected involvement of all government ministries and departments personnel at local level to address most of the challenges that are still affecting the former refugees and their communities. This slows down implementation plans as plans are better made and implemented at local level. For example, I expect officers from all government ministries to be attending all the local planning meetings but that rarely happens as the relevant officers are overwhelmed with other responsibilities. Otherwise, if all are to be available as is expected, some of the problems such as the ones of some farmers not getting their shares of social support and lack of support for tertiary education would not be there. As for the other cooperating partners, they do really help in a great way but as you know these are international humanitarian or development organizations that offer help according to what they can afford and they rely on donor funding. Hence, they can’t always be relied upon to fulfill their pledges”.*

This response from the officer indicated that failure to include former refugees on the farmer support programme in the past farming season, lack of tertiary education support for their children and other existing challenges could be attributed to lack of cross-sectorial planning and decision making. This is in agreements with the findings by other scholars such as Damen (2022) and Sivis (2020) who posited that in as much as policy might be present at national level, they require committed and concerted efforts at local level. Therefore, this calls for the various stakeholders at local level to put more effort and be committed to fulfilling their individual responsibilities to ensure that the local integration programme becomes a success. Some of this can include ensuring that the former refugees are informed of other assistance and support available and get assisted to access them. Moreover, the success of the programme has the potential to benefit the host communities as was envisioned in one of the pillars of the Zambian local integration programme. I state so because benefits from similar endeavors were realized in Tanzania with their programme of integrating Burundian refugees who eventually started contributing to the local and national development of that country (Kuch, 2016, Milner, 2014).

## **4.5 Proposals to support the social-economic integration of the former refugees**

The final objective was achieved by responding to the question on what the Zambian government and other partners could be doing in order to support the social-economic integration of the former refugees. This question aimed to capture the perception of the former refugees on the outcome of the local integration program. It was also meant to put the governments' concept of the outcome of the local integration based on the interview responses from the two officers from the DOR.

### **4.5.1 Issue out land titles**

Based on the responses from all the respondents, it was clear that land titles would help the former refugees to access other economic opportunities. In addition, titles could give the former refugees a more solid sense of belonging to the area and the country.

### **4.5.2 Support the establishment of informal economic activities**

The research revealed that most of the former Angolan refugees are disadvantaged in that they lack secondary and tertiary education which are minimum qualifications for majority job positions in Zambia to get into formal employment. They are again disadvantaged in that they are located far away from most employing organizations and economically active places. These conditions make it difficult for the former refugees to engage in diverse economic activities beyond those of farming. Worse of it, the unemployment rates in Zambia are low even among the holders of tertiary education (Zambia Central Statistics, 2021).

Therefore, it would be ideal that informal economic activities such as the small-scale businesses must be encouraged and supported by the government of Zambia and the other partners. Such can enable the former refugees to reach self-reliance in a shorter period of time. The informal economic activities can be promoted through improved knowledge on setting up business plans and how to access loans from money lending institutions.

### **4.5.3 Improve on the area physical infrastructure**

When asked about what they thought could be done to improve on their local integration, the respondents emphasized the importance of being connected to the national electricity grid to improve on their small-scale businesses. They also expressed a desire to have the road networks in their area improved on so that they can easily be reached and to enable them easily access

alternative markets available in the nearby areas. This is because transportation of their farm produce is very expensive due to lack of proper road network in the area. They also expressed a desire to have a bridge by the river within the area which can connect them to a lucrative market near the Lumwana Mining area.

One of the respondents talked about her perception of the outcome of the local integration in the area;

*“We need better roads and electricity to enhance our small business. We also need a bridge to connect us to the mining community where we can sell our farm produce at better prices. Sometimes we are exploited of our produce because we lack better road network connectivity to transport our farm produce to lucrative markets outside this area. The few vehicles that come to transport our farm produce charge us a lot of money because the roads are not in a good condition and as a result, the profits we make from our farming activities are very minimal”.*

Agreeing to the responses of the former refugees, the government officer from DOR stated that market linkages to the integrated resettlement area are still not yet fully formed due to poor road network. A few roads were rehabilitated; however, a number of priority roads and bridges were yet to be rehabilitated or constructed. He stated that efforts were underway to connect all the farmers in the integrated resettlement area to one of the lucrative markets at Kalumbila mine.

#### **4.5.4 Increase on access to education**

Regarding education inclusion, there is need to construct a secondary school in the integrated resettlement area to make secondary education accessible by learners from this area. There is also the need to start considering awarding government bursaries to deserving children from this group to enable them access tertiary education in colleges or universities. This is due to the fact that the low household incomes and the associated big household sizes among the former refugee families create conditions of lack of possibilities for higher education beyond that which is offered freely. As such, most children are expected to drop out of school to work in order to earn money to support their families. If the absenteeism situation is not addressed, it has the potential to condemn the children of the former refugees to lives similar to those of their parents and guardians in the integrated resettlement area.

#### **4.5.5 Create support networks for the former refugees**

On the officer from DOR responding to the question as to what remains to be done towards the local integration, the officer responsible for the local integration program responded that other government ministries are yet to deploy or assign officers to address issues concerning the different government ministries. He stated that it would be more feasible if all the government line ministries had representative officers on the ground to help with addressing socio-economic issues that fall under their line ministries. The Officer responded;

*“What is cardinal in the integration process is to decide on what labor opportunities are available in the context of Meheba resettlement area that can suit the local integration to the context of the prevailing economic conditions and labor market opportunities in the area”.*

#### **4.5.6 Increase social support to the former refugees**

The respondents were asked on their views on the current outcomes of the local integration program. All the former refugee respondents stated that they were better off as active refugees than in their current situation as they are no longer receiving the aid they were used to getting when they were still living in the active refugee camp. One respondent summarized his experiences as follows;

*“I would advise someone who has not yet moved into the resettlement area to think twice because some essential services are still lacking here. The only school we have ends at primary school level. Our children have to walk long distances to access secondary schools which are located in the refugee settlement”.*

However, all of them stated that they have more economic opportunities in their present status as former refugees as they enjoy freedom of movement in the country which is capable of improving their economic opportunities.

Based on all the above mentioned research findings, it is evident that Zambia has made positive strides to implement the pledge to locally integrate the former Angolan refugees. However, there are some gaps that still need to be addressed in order to achieve the local integration that the beneficiaries also hope to have.

This chapter has given the research empirical findings. It also given the analysis and interpretation of the empirical findings from the interviews with the respondents. The findings and interpretation are based on the research questions that guided the study. The interpretations are in relation to the theories used in this study and other empirical studies that have been undertaken in local integration of refugees in other countries. This was in order to put the study findings into context with existing theory about the local integration of refugees so as to provide insights showing whether the aims of the dissertation were achieved.

The following chapter gives a conclusion of the research study and some suggested recommendations which can be considered in order to make the programme of socio-economic integration of the former Angolan refugees in Meheba integrated resettlement area become a success. Both the conclusion and recommendations are based on the interpretations of the study findings.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

This chapter gives a conclusion and recommendations to the findings on the achievements and challenges found with the socio-economic integration of former Angolan refugees living in Meheba, resettlement area in Zambia. Socio-economic inclusion of the former refugees was considered as achievement of a standard of living comparable to the host community in the form of access to vocational and skills trainings, access to land, employment and other forms of livelihoods, ability to form or join cooperatives, access to credits and markets inside and outside of the scheme, freedom of movement for economic opportunities

### **5.1 Conclusion**

Overall, the purpose of this research were achieved. The interview guides and the document reviews used helped with collecting the relevant information that was required to deduce knowledge for the research. The interview guides were ideal for data collection because they assisted in clarifying the meanings from the statements that respondents were giving.

Summarizing this data, the country has made significant progress towards implementing local integration legally and socio-economically. On the legal framework, eligible former refugees have been issued with resident permits which allow the holders to qualify for equal treatment just like Zambian nationals with the exception of the political rights. These include; rights to own land and other properties, freedom of movement, right to access economic markets, right to live in any part of the country, rights to education for children of the former refugees among many others. In addition, the former refugees now qualify to apply for Zambian citizenship after 10 years of being in possession of the resident permit.

Despite all the above positive outcomes, this study revealed that there exist some challenges that require to be addresses in order to improve on the outcomes of the local integration program. For example, there is need to issue the former refugees with titles to the land which was issued to them. The land titles can be a springboard for alternative economic opportunities as well as a source of a sense of belonging to the country. Other improvements must be made in the physical infrastructure of the resettlement area. These must also be accompanied with the increase in social amenities such as construction of a secondary school and a skills training center in order to increase

access to education opportunities the chances of alternative income generating activities for the former refugees and their children.

As Zambia continues embracing the programme of local integration former refugees, it is important to look into the outcomes that have been achieved so far and consider improving where challenges and gaps exist. Through highlighting the indented goals (Strategic Framework for the Local Integration of Former refugees in Zambia, 2014), this study adds to an empirically evidence driven source of information to the pledge of former refugee inclusion in the country.

It is hoped that the results from this study will be used by the policy makers on local integration to address all the remaining gaps that are present so as to ensure effectiveness of the local integration as a durable solution to prostrated refugee situations. Since the local integration process is still in its infancy, there is need to undertake future research in this area to find out what would have been achieved especially after ten years of the permanent residency of the former refugees as they will be entitled to application for permanent Zambian citizenship then. In addition, recommendations have been provided on what can be done to improve the local integration in Zambia as well as the areas for undertaking future research to build on knowledge in this area.

## **5.2 Recommendations**

Following the study findings and with a view to improve on the outcomes of refugee integration, I give the following recommendations;

1. The government of Zambia through the Ministry of Lands must issue the former refugees with land titles in order to increase the economic potential outcomes such as access to loans and give the former refugees an added sense of belonging in the society.
2. The government and cooperating partners like UNDP must fulfil the plan of setting up an employment network to support and connect qualified job seekers from this group of people into formal employment in the public and private sectors of the country's economy.
3. The government of Zambia through the ministry of Roads and Infrastructure Development must fulfill the pledge to improve on and create physical infrastructure that is meant to cater for this settlement. They must upgrade the remaining roads, connect the area to the national electricity grid, construct a secondary school and a vocational skills college in the area to meet the education and knowledge needs of the people.

4. In addition to the current free education for all in the country to the level of general education, The Ministry of Higher Education should consider awarding college and university loans to deserving children of former refugees in the same way it offers these loans to children of host nationals who come from economically vulnerable families.

In this chapter, a conclusion of the study and some suggested recommendations which can be considered in order to make the programme of socio-economic integration of the former Angolan refugees in Meheba integrated resettlement area become a success have been given. Both the conclusion and recommendations were based on the interpretations of the study findings.



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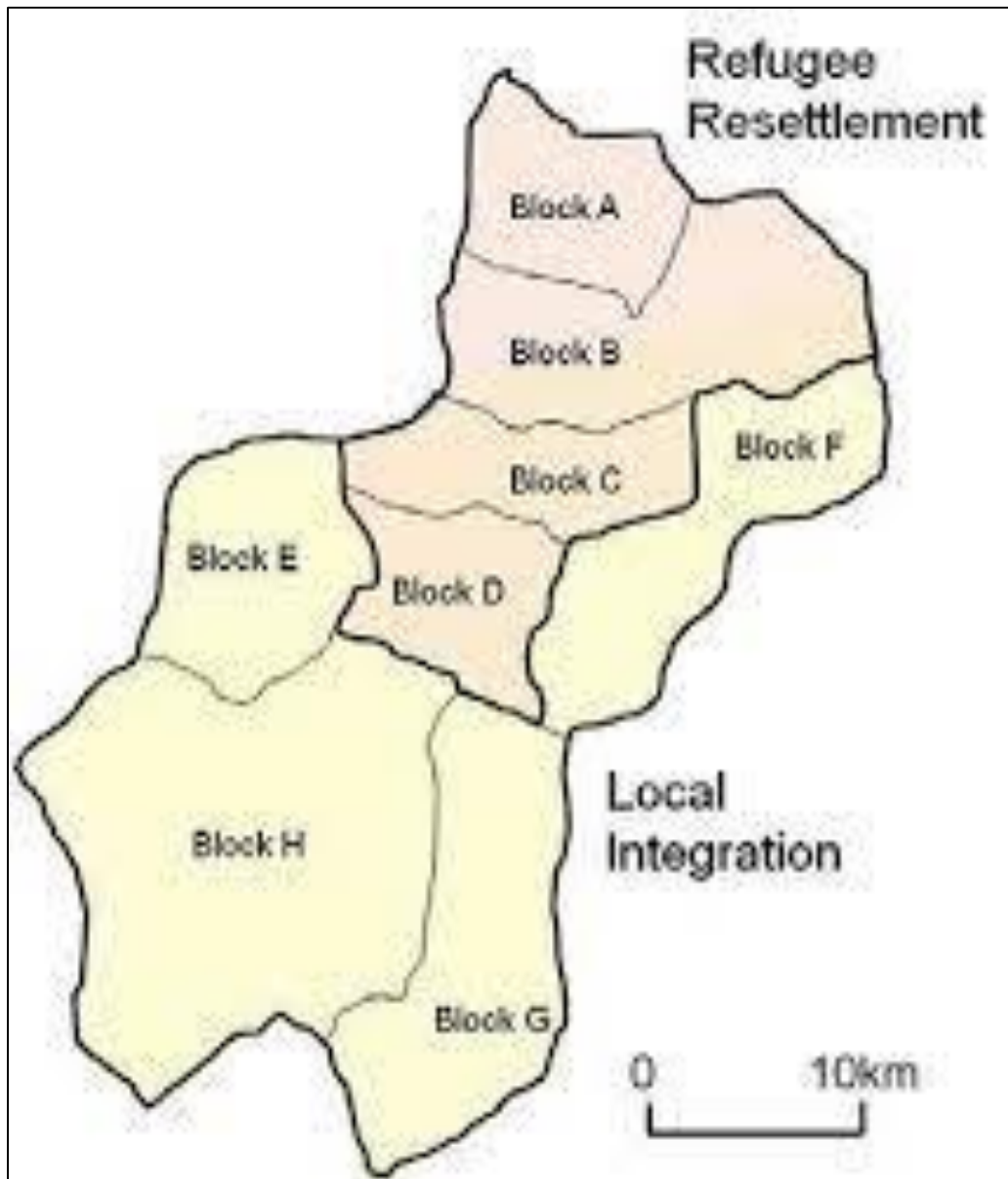
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## APPENDIXES

**Appendix1: Map Showing the location of Meheba Integrated Resettlement Area appearing as blocks E to G**



**Source:** Adapted from the Strategic Framework for Local Integration of Former Refugees in Zambia Report, 2014

## Appendix 2: Interview guide for locally integrated former Angolan refugees

Good morning/afternoon,

I am Darliet Mwiinde, a Masters student at the University of Rwanda in the College of Arts and Social Sciences, Center for Conflict Management. I am carrying out a research on local integration of former Angolan refugees. The objective of the study is to find out on the education and economic inclusion of former Angolan refugees in Zambia. I am requesting that I interview you and this interview is for academic purpose only. This interview is being conducted to get your perspective on local integration of former Angolan refugees in Zambia of which you have been involved in as one of the former refugees that were locally integrated. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all responses and comments regarding my study finds without any reference to individuals who will give their responses. If you agree, we may start the interview.

I'm now going to ask you some questions that I would like you to answer to the best of your ability. If you do not know the answer, please say so.

### 1. Gender

Male	Female

### 2. Age group

Below 20 Years	20 years – 29 years	30 years – 39years	40 years and above

3. Marital status

Single	Married	Divorced	Widowed

4. Country of birth

Angola	Zambia

5. If born in Angola, when did you come to Zambia?

Before 1970	1970 - 1979	1980 - 1989	After 1990

6. Level of education

Never went to school	Primary education	Secondary education	Tertiary education

7. If any education attained, did you acquire it from Angola or Zambia?.....

Angola	Zambia

8. If acquired from Angola, is your education recognized in Zambia?.....

9. What is your household size?.....

10. Does your household comprise members who are of school going age? .....

Yes	No
-----	----



11. If yes, what level of education do they have access to?

Nursery School	Primary	Secondary	Tertiary

12. Do you participate in community decision making on running this school?

.....

13. Do your children share the same classrooms, teachers, syllabus, and any other school related requirements as the other children who are *Zambian* nationals?.....

14. Do your children receive the same kind of school certificates as those issued to *Zambian* children?.....

15. Has any of your children ever complained of any form of discrimination from the teachers or fellow students while at school or after school?.....

16. Can you access medical services as *Zambian* nationals?.....

17. What made you opt to stay in *Zambia* instead of repatriating to *Angola* when most *Angolan* refugees returned?.....

18. What were you promised as locally integrated refugees once you moved to this area?.....

19. How long have you lived in this resettlement area?.....

20. Are there any differences in life experience between your stay as an active refuge and now as a former refugee living in this settlement area?

No difference	Yes there is a difference

21. If there is a difference, may you elucidate?.....

22. What do you do for a living now.....?

23. Do you have the legal right to do what you are doing for a living? May you explain.....

24. Do you legally own the land on which you live and/or farm? Kindly explain your answer.....

25. Are you engaged in any form of business entrepreneurship?

Yes	No

26. If yes, mention the type(s) of entrepreneurial business

.....

Do they have market linkages outside the local integration scheme area? Kindly explain.....

.....

27. Do you have access to any form of loans?

Yes	No

If no, explain.....

28. If yes, can you borrow money as an individual or as a group?.....

Individual	As a group

what is the minimum and maximum you can borrow?.....

29. If can borrow money from any formal institution, have you ever tried to do so?

Yes	No

30. If the answer to the above question in no, why have you failed to do so?

Explain.....

31. Do you belong to any cooperative?

Yes	No

If yes, what form of cooperative is it and of what benefit(s) do you get from it/or them?.....

32. Are you free to move outside of the local integration area to other parts of country?

Yes	No

33. If not, explain the limitations and reasons behind if you are aware of any?.....

34. From the time you came into this integration scheme area, have you received or been receiving any form of support from the Zambian government or any international supporting organization?

Yes	No

35. If yes to the above question, what sort of support is it and is it sufficient according to your expectations?.....

36. Do you have the same education and economic opportunities as do the Zambians that you are living with in this settlement area? Explain your answer.....

37. What do you think can be done to improve the local integration of Angolan refugees in this area?.....

38. Is there anything else you would want to address on local integration in this interview?.....

### **Appendix 3: Interview guide for a government officer responsible for the welfare of the locally integrated refugees**

Good morning/afternoon,

I am Darliet Mwiinde, a Masters student at the University of Rwanda in the College of Arts and Social Sciences, Center for Conflict Management. I am carrying out a research on local integration of former Angolan refugees. The objective of the study is to find out on the education and economic inclusion of former Angolan refugees in Zambia. I am requesting that I interview you and this interview is for academic purpose only. This interview is being conducted to get your perspective on local integration of former Angolan refugees in Zambia of which you have been involved in as a responsible officer for the local integration programe. I am especially interested in your experiences as a government officer working on this programe as well as any problems you have faced in ensuring that this programe is a success. You may also tell me what you think can be done to make the local integration programe to be improved. I assure you that all your comments will be referred to based on the office you are holding and not as an individual. If you agree to this interview, we may start the conversation.

1. Do the locally integrated former Angolan refugees in Zambia have the same rights as do Zambian nationals?.....
2. Have the children of locally integrated former Angolan refugees been enrolling in primary, secondary and tertiary education as do children of Zambian nationals since the beginning of this program? Please explain.....
3. Are there any recognized vulnerable/special needs members from this who are benefiting from the special needs program in the education system as is the case for Zambian nationals? Explain your answer.....
4. How many persons from this group received special vocational training skills since the commencement of the local integration program? .....
5. Do the former locally integrated Angolan refugees enjoy equal economic opportunities as Zambian nationals?.....

6. Are there any measures in place to help former refugees access formal employment in the government or private sectors? Explain.....
7. Are there any entrepreneurial support activities in the settlement area that are benefiting the locally integrated refugees and the Zambian nationals on equal bases?  
.....
8. Are there any targeted support/ assistance given to the locally integrated refugees on how to prepare business plans (i.e. information on taxation, regulatory framework, market)?.....
9. Can these former refugees easily access loans for any purpose? If they can, what type of bonding can they use?.....
10. Have the locally integrated former refugees ever received any financial/logistical support (i.e. grants and micro-credits, access to credit, favorable terms for schemes/loans, initial capital outlay, alternative income/social support, on-going business development activities) to set up business as would be done for Zambian nationals?
11. Do locally integrated refugees have the legal right to live outside their current place of residence in the country?.....
12. Does this groups have the legal right to equal treatment in property rights as do Zambian Nationals? This includes the acquisition of property and real estate, revenue, sale, leases and contracts.
13. Does this group have to fulfil conditions that they could not be expected to meet as foreigners with a different status (i.e. requirement for official registration or period of previous contribution or residency in locality)?
14. Do the locally integrated refugees have the right to move freely into other parts of the country in search of better economic opportunities?.....
15. What do you think can be done to improve the future of local integration beyond what it is achieving at the moment?.....

## **Appendix 4: Interview guide for Government officer responsible for the policy and planning for the locally integrated refugees**

Good morning/afternoon,

I am Darliet Mwiinde, a Masters student at the University of Rwanda in the College of Arts and Social Sciences, Center for Conflict Management. I am carrying out a research on local integration of former Angolan refugees. The objective of the study is to find out on the education and economic inclusion of former Angolan refugees in Zambia. I am requesting that I interview you and this interview is for academic purpose only. This interview is being conducted to get your perspective on local integration of former Angolan refugees in Zambia of which you have been involved in as a responsible officer for the local integration programme. I am especially interested in your experiences as a government officer working on this programme as well as any problems you have faced in ensuring that this programme is a success. You may also tell me what you think can be done to make the local integration programme to be improved. I assure you that all your comments will be referred to based on the office you are holding and not as an individual. If you agree to this interview, we may start the conversation.

1. What is the Zambian government policy on the local integration of former refugees?
2. What social amenities did you plan to put in place in the local integration scheme areas?
3. How much was planned for to implement the local integration in Meheba resettlement area?
4. How much was delivered and if any, how much still remains to be delivered?
5. Are the former refugees allowed to access education as do host Zambians?
6. Are former refugees, allowed freedom of movement out of the local integration scheme area such as to go and sell their farm produce in the nearest or far away towns without permits?
7. Do skilled former refugees have access to the Zambian labour market for example, can a former refugee get a job in the Zambian private sector or government sector without a work permit?
8. Can a former refugee establish a business as a Zambian national or as an investor with an investor's permit?

## Appendix 5: Authority from the college to undertake research



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## Appendix 6: Authority from Government to undertake research in Meheba



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## Appendix 7: Authority to submit a corrected version to the university

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UNIVERSITY of  
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### AUTHORIZATION TO SUBMIT THE CORRECTED DISSERTATION

I, undersigned, Dr. Ismael Buchanan examiner of the dissertation done by Ms. Dartiet Mwiunde entitled: "SOCIO-ECONOMIC INTEGRATION OF FORMER ANGOLAN REFUGEES IN MEHEBA INTEGRATED RESETTLEMENT AREA, ZAMBIA: ACHIEVEMENTS AND CHALLENGES."

Hereby testify that, she successfully entered the suggested corrections and stands with my authorization to submit required copies to the administration of the CCM for administrative purpose.

Done at Musanze

Date: ...16 June 2022

Name and signature of examiner,

Dr. Ismael Buchanan

A handwritten signature in blue ink, appearing to read 'Ismael Buchanan', written over a horizontal line.

EMAIL: [ccm@ur.ac.rw](mailto:ccm@ur.ac.rw)

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