



# Inclusion Policies in Transit Camps: Socio-Educational Dynamics of Refugee Children in Jordan

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### Abstract

This study examines the socio-educational dynamics of refugee children in Jordanian transit camps, focusing on inclusion policies and their impact on school enrollment rates. This study employs a qualitative research approach, analysing existing literature on education policy, socio-economic conditions in Jordan, and previous studies of refugee populations in transit camps. Inclusion policies play a crucial role in shaping educational outcomes for refugee children, but their effectiveness is compromised by various socio-economic factors that need targeted interventions to enhance integration and learning opportunities. Recommendations include the development of culturally sensitive curricula, provision of multilingual support services, and improvements in camp infrastructure to improve school enrollment rates among refugee children.

<b>Keywords:</b>	<i>Geographical</i>	<i>Terms</i>	<i>Related</i>	<i>to</i>	<i>Africa:</i>
	<i>Refugee</i>				<i>Studies</i>
	<i>Relevant</i>		<i>Methodological</i>		<i>Terms:</i>
	<i>Qualitative</i>				<i>Research</i>
	<i>Theoretical</i>		<i>Framework</i>		<i>Terms:</i>
	<i>Constructivism</i>				
	<i>Educational</i>				<i>Policies:</i>
	<i>Inclusion</i>				<i>Policies</i>
	<i>School</i>				<i>Enrollment:</i>
	<i>Enrollment</i>				<i>Rates</i>
	<i>Social</i>				<i>Integration:</i>
	<i>Integrative Dynamics</i>				



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