EDUCATION FOR REFUGEES: EXAMINING ACCESS TO BASIC EDUCATION IN DADAAB REFUGEE CAMPS OF IFO, HAGADERA AND DAGAHALEY, KENYA.

BY

MURIUNGI PAMELA KARAMBU
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DECLARATION

This research thesis is my original work and has not been presented for a degree or any other award in any other university.

Signed_____ Date_____

Muriungi Pamela Karambu

E83/20952/2010

This research thesis has been submitted for examination with our approval as university supervisors.

Signed_____ Date_____

Dr. Fransicah Wamocho

Department of Special Needs Education

Kenyatta University

Signed_____ Date_____

Prof. Geoffrey Karugu

Department of Special Needs Education

Kenyatta University

DEDICATION

This work is dedicated to my loving mother Shelmith Karegi Kariba, my dear husband Phineas Muriungi Rinkanya and to my children Edwin Mutuma Muriungi and Joy Nkatha Muriungi.To you all, thank you very much and may the almighty God keep you and bless you.

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ABBREVIATIONS

APDK	Association for the Physically Disabled of Kenya
CNSP	Children in Need of Special Protection
CARE	Cooperative for American Relief Everywhere
DC	District Commissioner
DEO	District Education Officer
DRA	Department of Refugee Affairs
ECDE	Early Childhood Development Education
EFA	Education for All
FGD	Focused Group Discussion
FGM	Female Genital Mutilation
FSE	Free Secondary Education
HIV	Human Immune Virus
IDPs	Internally Displaced Persons
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KISE	Kenya Institute of Special Education
KSB	Kenya Society for the Blind
KSDC	Kenya Society for Deaf Children
KSMH	Kenya Society for the Mentally Handicapped
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NCCK	National Council of Churches in Kenya
NCST	National Council for Science and Technology

NEP   North Eastern Province

NGOs   Non-governmental Organizations

OCHA   United Nations of Cordinations of Humanitarian Affairs

SNE   SpecialNeeds Education

UN   United Nation

UNDP   United Nations Development Programme

UNESCO United Nations EducationScientific Organization

UNHCR   United Nations High Commissioner for Refugees

UNICEF   United Nations Children Education Fund

WHO   World Health Organisation

WFP   World Food Programme

WTK   Windle Trust Kenya

ABSTRACT

The main objective of this study was to examine acess to basic education for child refugees in the Dadaab refugee camps of Ifo, Hagadera and Dagahaley,Kenya. The study adopted a descriptive survey research design. The independent variables were teaching/learning resources, physical facilities and socio-cultural practices while the dependent variable was education. The target population comprised of primary school head teachers, teachers, pupils and parents. Stratified random sampling was used to sample schools to ensure proportionate distribution of schools within the camps. A total of 10 primary schools were selected using stratified random sampling. This formed 55.5% of the total population. From each selected school, the head teacher and 13 teachers were sampled for the study yielding 10 head teachers and 130 teachers. From each school 13 class 7 pupils were randomly sampled and this yielded 130 pupils. In addition to the above respondents, 20 parents were conveniently sampled and interviewed.The research instruments used were document analysis forms for head teachers, questionnaires for teachers and pupils and interview schedules for parents.A pilot study was done to establish the validity and reliability of the research instruments. The calculated reliability coefficient using spearman brown prophecy formula was 0.82.Data obtained was analyzed using descriptive statistics such as frequencies, percentages, tables, graphs and charts. Discussions of the findings established that in-school as well as out-of-school factors greatly hampered the access to basic education in the schools for refugee children. Out of school factors included such factors as lack of parental support, high levels of poverty, child labor and socio-cultural factors which both affected the girl child more than the boy child. In-school factors included lack of resources, untrained teachers, inadequate physical facilities and lack of specialized equipment for learners with other disabilities.From the findings of the study the researcher recommended that since majority of the camp schools are registered with the Ministry of Education, the Directorate of Quality Assurance and Standards should carry out advisory in these schools.The implimenting partners in the education programme should come up with incentives to motivate learners in order to maintain them in school after enrollment,the Government of Kenya through the Ministry of Education and the implimenting partners should ensure provision af adequate teaching/learning resources as well as specialized equipment for learners with other disabilities in the camp schools. The education implimenting partners should come up with strategies of reducing gender disparities in education by encouraging girls to remain in school and finally the school admnistration with the help of implimenting partners should organise ways of ensuring adequate provision of physical facilities in the schools.

CHAPTER ONE

1.0 Introduction

This chapter outlines the context of the study which includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, scope and limitation, theoretical and conceptual framework and the operational definition of terms.

1.1 Background to the Study

The plight of refugees is not a new phenomenon but rather one that dates back to the earliest days of humanity. It can be traced back to the flight of Jews after the Second World War where approximately six million people died. Those who survived had nowhere to go and they became displaced persons who spent time in the refugee camps. The conditions in the camps were deplorable and they had to be transferred to Palestine.The refugee population in the world today is estimated to be between ten to twelve million (UNHCR 2010).There has been a dramatic increase in the number of refugees since the 1970s. The word's largest source countries for refugees include Afghanistan,Iraq and Sierra Leonne. Some of the countries hosting the most refugees include Pakistan,Syria,Jordan and Iran. The world's largest population of refugees occured in 1947 when eighteen Million Hindus from Pakistan and muslims from India were moved to the newly created countries of Pakistan and India. The years between 1945 to 1961 saw approximately 3.7

Million East Germans flee to West Germany when the Berlin wall was constructed(Pottier,2004).

The situation in Africa and the Middle East is worsened by the fact that they host approximately 70% of the world's refugees (Miler,2003). Africa has however not been spared as a source of refugees. The Biafra war in Nigeria which took place between 1967-1970 gave rise to an estimated 1.8 million refugees living in Biafran camps in Nigeria (Aneke, 2007). South Africa has been home to thousands of Mozambican refugees although majorities have returned to their country. Sudanese on the other hand have been on the move in search of security after their country went to war for more than fifty four years. Many countries in the region hosted Sudanese refugees with Kenya hosting the majority while thousands of Rwandese refugees are living in Burundi after the Rwanda genocide that led to a massacre of an estimated one million people (Pottier, 2004).

According to UNHCR (2004) the increasing numbers of refugees in many parts of the world in recent years is causing international concern. Armed conflicts have escalated dramatically and the proportion of civilian casualties has also gone up. Women and children suffer most when there is armed conflict. UNICEF (2008) estimated that about twenty million children have been forced to flee their homes because of conflict and human rights violations. Children affected by war are amongst the most neglected group of people in the world and without focusing on them we have no hope of

achieving the millennium development goals. These children are living as refugees in neighboring countries or are internally displaced within their own borders. Majority have been orphaned or separated from their families while others suffer physical injury and are killed or maimed.

Abdi (2008) noted that during armed conflicts, girls and women are threatened by rape, domestic violence, sexual exploitation, trafficking, sexual humiliation and mutilation among others. Use of rape and other forms of violence have become a strategy in wars. Conflicts also break-up families, placing additional economic and emotional burdens on women. Children also experience emotionally and psychologically painful events such as the violent death of a parent or close relatives, separation from the family, witnessing loved ones being killed or tortured, displacement from the home or community, acts of abuse such as being held in detention, disruption of school routines and community life, destitution and an uncertain future. Some of the children may even end up participating in violent acts. They are affected by the stress levels and situation of their adult care givers. Majority suffer from posttraumatic stress disorders.

Ljubinkovic (2005) conducted a study in the Dadaab refugee camps entitled *Invisible Victims of Human Rights Crusades* and explored the socio-psychological consequences of military humanitarian interventions in Somalia. The study identified different types of victimization together with social and psychological consequences of such victimization. The study adopted a

flexible and multi-dimensional methodology that included unstructured interviews, life stories, participant observation, informal conversation, spending time with people and collecting relevant writings and poems. The study was conducted in two of Dadaab camps, Ifo and Hagadera. A total of 648 respondents participated and the study unearthed various negative effects that included death, rape, mutilation, humiliation and torture. The study recommended that the various organizations dealing with refugees from Somalia deepen their understanding of different types of trauma affecting Somalia refugees. The current study focused on examining access to basic education in the refugee camps. The researcher focused attention in schools in the three camps of Ifo Hagadera and Dagahaley.

According to the UNHCR (2004) the services provided in the refugee camps include protection by providing refugees with asylum, material assistance including food, shelter, water, sanitation and non-food items, healthcare and counseling together with education and vocational training aimed at facilitating preparation for resettlement and repatriation. Horst (2003) observes that life in the Daadab camps has many challenges. Food rations are insufficient coupled with insecurity within and around the camps. The level of poverty which is very high is occasioned by the fact that international assistance is focused on care for the refugees with less attention paid to providing them with opportunities to become self-reliant.

According to the Government of Kenya Report (2000), Kenya has been host to thousands of refugees from neighboring countries especially Somalia, Rwanda, Sudan, Eritrea, Zimbabwe and Burundi. Humanitarian services are provided for them in the refugee camps. Registration of births and new arrivals is also an ongoing process in the refugee camps. According to Tatu (2010, December 28) at least eight hundred foreigners, mostly from Somalia, are registered every month at the Ifo, Dagahaley, and Hagadera refugee camps under the central supervision of UNHCR officers in Dadaab. The refugees are fleeing the 21-year civil war that has claimed a lot of lives in Somalia and displaced others. The high population in the camps has put pressure on the existing basic amenities resulting in poor sanitation and poor waste disposal systems. Hundreds of families spend the days in the scorching sun and the nights in the cold for lack of shelter.

The phenomena of African refugees worsened from the mid-1950s when majority of African states achieved independence. According to Miller (2003) the first refugees from Southern Sudan crossed borders as early as 1955-1956. The Algerian refugees went to Morocco and Tunisia from 1957 onwards while the Rwandese refugees went to the neighboring countries from 1959. From a chronological point of view, the occurrence of African refugees is closely linked with the end of colonial domination and the emergence of new independent African states. Although groups of population may have had reasons to flee during the colonial period, it was not possible because movements between colonial territories was restricted irrespective of who the

colonial power was in any given area. Refugees are victims of circumstances beyond their control. They are forced to leave their countries for their own safety owing to well founded fear of being persecuted for reasons of race, religion, personality, membership of a particular group or political opinion. Refugees are entitled to protection in any of the 147 countries which have signed the Refugee's Convention. (UNHCR,2009). Often, the migration of refugees is termed as forced due to the enormous stress with which they leave their homes. They cross borders with very few possessions and in distress.

According to the United Nations Refugee Agency, the number of refugees has continued to grow tremendously over time with 30% of global refugees accommodated in camps despite the untiring efforts of the international community and charitable organizations. The world today plays host to about fifteen million refugees yet this figure does not include the estimated 27.1 million internally displaced people who have left their homes but have not crossed international borders (UNHCR, 2009). About 90% of this refugee population is found in the third world countries accommodated in camps as short term solutions. Maroussia (2008) found that many of these refugee camps become overwhelmed with numbers and are prone to diseases and violence.

In the course of history, tensions between culturally and ethnically diverse groups have led to war and persecution, expulsion and in most times flight. Such experiences are deeply rooted in the collective memories of every people

and typical examples are also found in the Bible. In Genesis 42:1-3, Jacob's brothers went down into Egypt driven by a devastating famine, the people of Judah defeated in war, were taken into exile out of their land (2Kings 25:21), Joseph took Jesus and his mother and fled by night to Egypt because king Herod was searching for the baby Jesus to destroy him (Mathew 2:13-15). Human conflicts and other life threatening situations have given birth to different types of refugees over time. Among these are persons persecuted because of religion, race or membership in social or political groups.

According to Malkki (2000) most of African refugees are considered to be a product of political insurrection or military action. Many of them live in camps and have endured traumatic experiences for years or even generations without ever having known any other type of life. The Exodus stories of some of them are particularly dramatic and painful. The camps where they live are characterized by overcrowding, insecurity and a policy of deterrence which transforms certain camps into near prisons. These render them not to be in control of their own lives and are often at the mercy of others (Bemak, 2002). Refugee camps are either built by the governments or non-governmental organizations to accommodate refugees where they receive emergency food and medical aid until it is safe to return to their homes. The largest camp in the world is the Dadaab Refugee camp in North–Eastern Kenya which accommodates approximately 525,000 refugees mostly from Somalia (Sunday Nation 2011, October16th). As in many refugee camps all food supplies in Dadaab are dependent on the World Food Programme (WFP).

The lead international agency coordinating refugee protection is the United Nations High Commission for Refugees (UNHCR). The activities of UNHCR date back to 1950 during the struggle for independence and the associated problem of refugees, who needed assistance in Morocco, Algeria and Tunisia. Owing to their initial poverty, the refugees could not achieve self-sufficiency on their own nor could the host government manage to provide them with the necessary services required (UNHCR, 2009). It is this awareness that led UNHCR to involve itself in the establishment of rural organized settlements for African refugees. The host government is called upon by the general assembly to co-operate with the High Commissioner in the performance of his functions concerning refugees. The work of the UNHCR is humanitarian,social and of an entirely non-political character. It is essentially about protection of victims of human rights and humanitarian violations. The International Bill of Human Rights and other human rights instruments vital for refugee protection include the rights to education as spelt out in article twenty six of Universal Declaration of Human Rights (Shirji,2009).

In Special Needs Education, refugees fall in the category of children living in difficult circumstances. Other categories of children living under difficult circumstances include children with disabilities, orphans, street children, adolescent mothers and child brides, children in prison and children with chronic health impairments. Although these children may appear to be normal, they have problems in school because of the socio-emotional difficulties.

Refugee children live in hostile and distressing conditions within the camps (Bemak, 2002).

The three sub-camps that make up Dadaab were founded in 1991 by the government of Kenya and the UNHCR. The three camps are within an eighteen kilometer radius of Dadaab town. Ifo is the oldest camp having been established in September, 1991and lies six kilometers North of Dadaab town followed by Dagahaley established in May 1992 which lies seventeen kilometers north of Dadaab town. Hagadera was established in June 1992 and is situated ten kilometers south-east of Dadaab. Somali's constitute about 97.5% of the population in the camps while the rest are Ethiopians, Sudanese, Eritrean and Congolese (CARE, 2008). The camps are situated in the semi-arid region of North-Eastern Kenya which is characterized by hot and dry climatic conditions. The harsh environment is sparsely populated and inhabited by pastoralists and nomads.

The UNHCR ultimate purpose in establishing these camps was to protect the refugees and secure their lives as well as providing basic humanitarian assistance. The majority of the refugee population is Somalis who fled their country after the overthrow of Said Barre's government and the ensuing civil war. Sunday Nation (2011, October 16) estimates that the refugeepopulation of 525,000 personsis hosted in the camps of lfo, Hagadera and Dagahaley.

The education programme is supported by two agencies, CARE Kenya and Windle Trust Kenya (WTK) in conjunction with UNHCR. CARE Kenya is in

charge of primary education while Windle Trust Kenya is in charge of secondary education. Social services and educational programmes for refugees are justified because majority of the refugee adults who fled their home countries were traumatized. Aheam (2000) points out that the school's routine is a critical process for a long-term psycho-social health of the refugees. The education initiative in the refugee camps is in line with the Education for All (EFA) targets which states that by 2015 all children, particularly girls in difficult circumstances and those belonging to ethnic minorities, will have access to completely free and compulsory primary education (Bird, 2003). The Education for All aims at eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015 with a focus of ensuring girl's full participation and equal access to and achievement of basic education of good quality. However according to UNICEF (2008) although there has been a steady progress towards achieving the Education for All goals, many challenges remain unsolved. Today there are about 77million children of school age including 44 million girls who are still not in schools due to financial, social and physical challenges, including high fertility rates, HIV/Aids and conflict (UNICEF,2006).

1.2 Statement of the Problem

As time passes on, the possibility of the refugee's returning to Somalia is becoming elusive and although it may not be possible to bring stability to Somalia, it is possible to improve the lives of refugee children by providing educational opportunities to them. Education for refugee children is in line

with the Millennium Development Goals (MDGs) of achieving Universal Primary Education for children everywhere, boys and girls alike. Education plays a great role in the psycho-social adjustment of the refugee children who are traumatized and helps them to improve their health and hygiene.

However, despite the remarkable achievements of initiating education for the refugee children, UNHCR (2009) maintains that out of a population of 156,000 children of school going age, only 43,000 children were enrolled in schools in the camps. The researcher sought to examine access to basic education for refugee children.

1.3 Purpose of the Study

The study mainly sought to examine access to basic education for refugee children inIfo, Hagadera and Dagahaley camps in Dadaab. The study was justified as it compliments international and local efforts to address the plight of refugees.

1.4 Objectives of the Study

The objectives of the reported study were;

i. To find out the challenges that beset refugee children in their endeavor to access education in the camps.

ii. To analyze the enrolment trends and dropout rates of pupils in the primary schools in the stated camps from 2006 to 2010.

iii. To examine whether there was education for children with other disabilities in the camps.

iv. To explore gender disparities in enrollment in the three camps.

v. To find out the availability of physical facilities and teaching/learning resources in the primary schools in the three stated camps.

1.5 Research Questions

The study was guided by the following research questions;

i. What are the challenges encountered by the refugee children in their endeavor to access education?

ii. What was the student enrolment trend and dropout rates in the primary schools in the camps from 2006 – 2010?

iii. What is the status of education for children with other forms of disability in the refugee camps?

iv. What is the ratio of boys to girls enrolled in schools in the camps?

v. What is the current status on provision of physical facilities and teaching/learning resources in the primary schools in the three camps?

1.6 Significance of the Study

The findings of this study are useful in raising awareness on the current education situation among the refugee children in Kenya. The information generated from the study is useful to:

The Ministry of Education: The findings may sensitize the Ministry of Education to work in collaboration with the lead agencies in supporting the education program in the refugee camps.

Care and Windle Trust Kenya: These are the lead agencies supporting education in the refugee camps. The study findings are useful in that they uncover a broad spectrum of issues affecting education in the camps ranging from the current status of physical and learning resources, enrollment trends, teacher availability and shortfalls together with challenges besetting the pupils in the camps among others.

Other Non-Governmental Organizations offering humanitarian assistance in the camps: The study findings may assist other donors and well wishers in assessing the level of need in the implementation of the education programme in the camps and therefore offer any assistance.

To others: The findings of the study may form a basis on which other researchers can develop their studies.

To child refugees: The findings of the study may be a wake up call for the child refugees to build resilience and understand that education is a liberating tool from the power of poverty.

1.7 Assumptions

The study was carried out on the basis of the following assumptions;

- The agencies supporting education in the refugee camps aim at providing quality education for the acquisition of knowledge, skills and values for better living.

- The refugee children have an inner drive to seek education like other children.

- Respondents would be cooperative and provide reliable responses.

1.8 Scope and Limitations

The study was carried out in three camps in Dadaab of Ifo, Hagadera and Dagahaley. Ten (10) head teachers, one hundred and thirty teachers (130) teachers, one hundred and thirty pupils (130) and twenty (20) parents participated in the study.

Limitations

The study was limited by the fact that data was collected only in the primary schools in the Daadab complex. For more conclusive results secondary education and aspects of Early Childhood Education could have been studied. However, this was not possible due to financial and other logistical constraints.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical framework

The study was guided by two theories namely; B.F Skinner's theory of operant conditioning and Maslow's hierarchy of needs theory.

(a) *Skinner's Theory of Operant Conditioning*

This theory takes into account that many of the voluntary responses of animals and human beings are strengthened (followed by a desirable consequence) and weakened when they are either ignored or punished (Snowman, Mmcown, and Biehler, 2009). Organisms learn to operate in their environment in order to obtain or avoid a particular consequence.

According to Banaji (2011) Skinner's central argument was that student's motivation to undertake a task depends on the expected reward. A positively perceived reward induces positive motivation and subsequently realizes high achievement. The negatively perceived reward leads to negative attitude and poor achievement. Skinner posits that students' school attendance is influenced by contributors like teaching experience of the teacher, availability of instructional resources and the learning environment. The interaction of these strategies can lead to high achievement in school. The theory fits in well with the proposed study in that availability of quality contributors like instructional materials, well trained and qualified teachers together with a suitable learning environment can motivate learners to attend school in the camps.

The conceptual framework shows the relationship between the independent and the dependent variables of the study. As shown in the figure, access to education for refugees (which is the dependent variable) could be affected by adequacy of physical facilities such as classrooms,sanitation

facilities,adequacy of teaching/learning resources such as textbooks and chalkboards,sociocultural factors such as early marriages and female genital mutilation.When these facilities are unavailable, learners are demotivated and this may lead to dropouts and low completion rates.

Figure 1.1Conceptual Framework

Independent

Variable

Dependent variable

Physical facilities

- Classrooms

- Playgrounds

- Latrines

Socio-cultural factors

- Early marriages

- FGM

- Household chores

- Religion

Teaching/learning process

Education

Teaching/learning resources

- Textbooks

- Chalkboards

- Classrooms

- Latrines

Source: Author's own concept (2011)
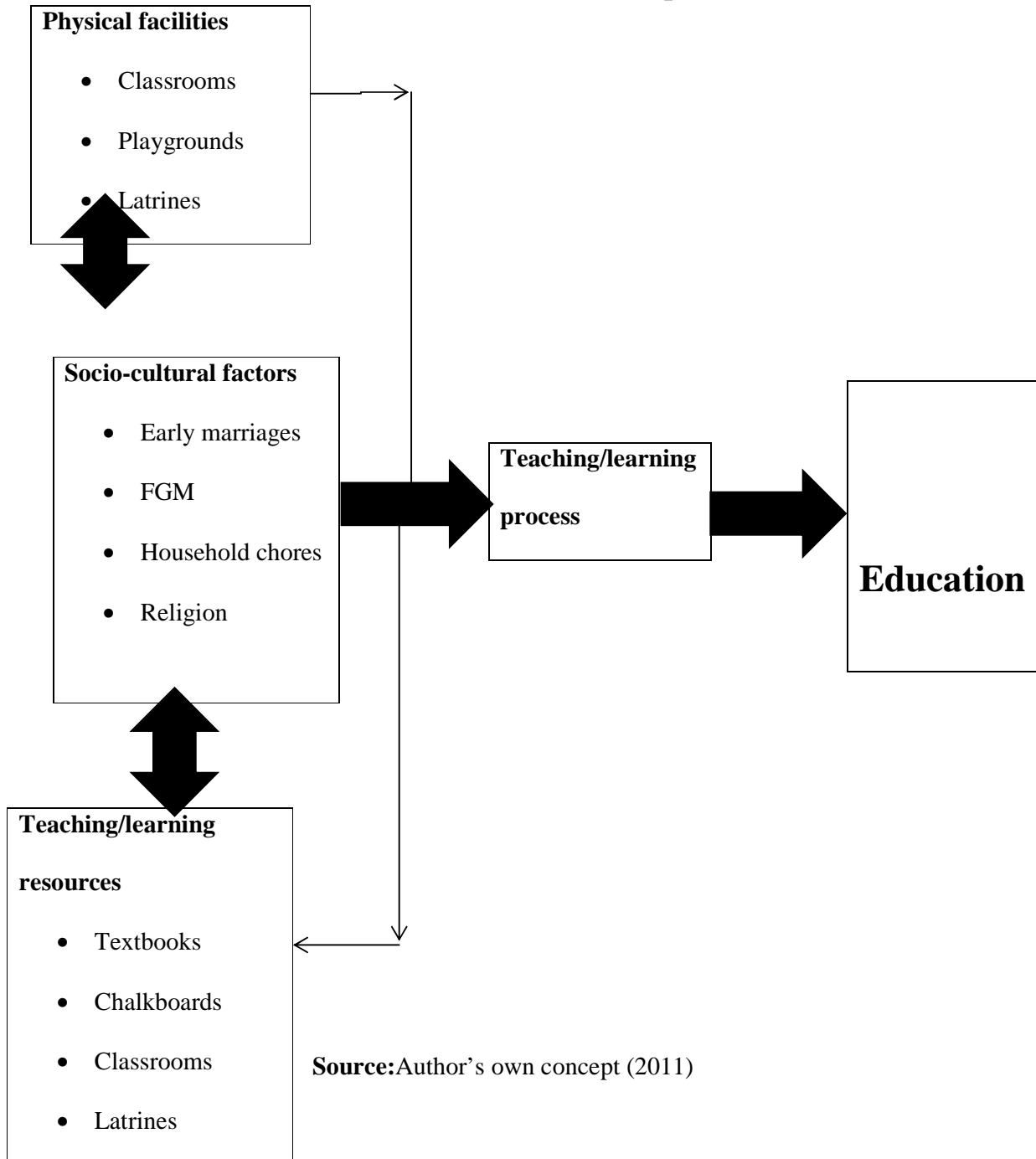
(b) *Maslow's hierarchy of needs theory by Maslow (1943)*

This theory asserts that the needs for food and shelter, love and belonging, self and social acceptance are universal regardless of whether a child is a refugee or not. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest and most fundamental levels of needs at the bottom and the need for self actualization at the top as shown in Fig1.2. Maslow's theory suggests that the most basic level of needs must be met before the individual can strongly desire to focus motivation upon the higher level needs.

The most part of the pyramid includes physiological needs. These are obvious and are the literal requirements for human survival. These requirements must be met for the human body to continue functioning. Air, water and food are metabolic requirements for the survival of all animals, including humans. Clothing and shelter provide necessary protection and with the individual's physiological needs relatively satisfied, the individual's safety needs take precedence and dominate behaviour. These needs include personal security, health and well-being needs.

After physiological and safety needs are relatively satisfied, the third layer of human needs is social and involves feelings of belonging. This aspect of Maslow's hierarchy involves emotionally based relationships such as friendships, intimacy and family. Human beings need to feel a sense of belonging and acceptance, whether it comes from a large social group or small

social connections of family members. The fourth layer of Maslow's
hierarchy of needs are esteem needs. Esteem represents the normal human
desire to be accepted and valued by others. Most people have a need for stable
self respect and self esteem. The final layer is self actualization. This level of
need pertains to what a person's full potential is and the realization of that
potential. In order to reach this level one needs to achieve the previous needs.
This theory fits in well with the proposed study in that children's basic needs
of food, water and shelter, safety and belonging must first be met before the
child can seek education which is a higher level need.

Fig 1.2 An interpretation of Maslow's Hierarchy of Needs represented as a
Pyramid with the more basic needs at the bottom.

Self- actualization
(E.g. Problem
solving, morality)

Esteem needs
• (e.g. , confidence, self
esteem)

Love / belonging
(E.g. acceptance, intimacy,
family)

Safety
(E.g. health, security,
employment)

Physiological
(E.g. food,
water, air,sex,
sleep)
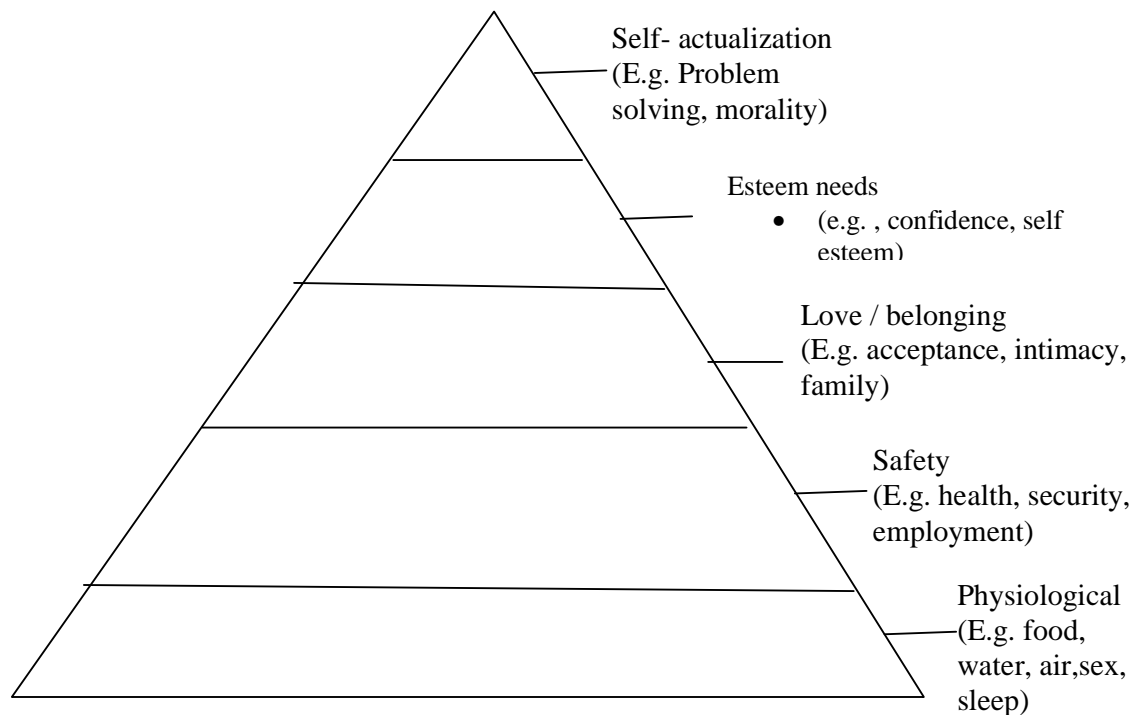
Source; Maslow (1943)

1.10 Operational Definition of Terms

Basic education

Educational activities that aim to meet basic learning needs in primary school.

Challenges

Difficulties which bear opportunities for development if they are overcome.

Completion

Theability to start and finish the school cycle.

Disability

A loss or reduction of functional ability to perform an educational intervention. Measures for the learner to benefit from classroom instruction.

Dropout

Inability to complete the education cycle.

Early childhood education

An informal education that is provided to children between 2-6 years when they start attending school aimed at developing the child's mental capabilities and his/her physical growth.

Enrolment

The number of children ofofficial school going age who are registered in school.

Host government

The state that provides asylum and legal protection for the refugees.

Humanitarian assistance

The assistance and protection given to victims of human rights violations.

Refugee

A person who is outside his/her country of nationality and is unable to return due to well founded fear of persecution because of his/her opinion, nationality, political opinion or membership in a particular social group.

Refugee camp

A temporary transition settlement where refugees are kept as they await repatriation.

Repatriation

The act of a refugee to return, if he/she chooses, to the country of his/her nationality.

Retention

Ensuring that those who go to school go through the whole cycle without dropping out.

Support Agencies

Other non-political organizations working in liaison with UNHCR to provide assistance to the refugees.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is devoted to Literature review on basic education for refugees in Dadaab, education for children with special needs, children living under difficult circumstances as a category of Children with Special Needs, Enrollment,Repetition, Dropout and completion rates in primary schools, Gender Issues in Education, Teaching/learning resources in schools, Education for refugee children and Summary.

2.1 Basic Education for Refugees in Dadaab

The Dadaab refugee camp was established in 1991 by the Government of Kenya and UNHCR to host Somali refugees who were displaced by the civil war in Somalia. The camp hosts other nationalities from Rwanda, Ethiopia, Uganda and Congo although they constitute less than 2% of the camppopulation (UNHCR, 1997).

Between 1991 and 1994, the Somali refugee population organized education in the camps by themselves and followed a Somali curriculum. According to UNESCO (2011), the normal practice for refugees is to use a curriculum similar to that of their country of origin or sometimes that of the country of asylum. In 1994 to 1998, there occurred a transition when UNHCR and the government of Kenya started to provide the Kenyan curriculum which was

delivered with the assistance of implementing partners in the camp schools (UNHCR 2011).The refugees who were present in Kenya at that time welcomed the opportunity for a recognized primary and secondary education certificate. Since 1998, refugee children in the camps have been sitting for the Kenya Certificate of Primary Education (KCPE) and the Kenya Certificate of Secondary Education (KCSE) examinations in the Daadaab camps.

It is likely that the Kenyan government will continue to host the Somali refugees for quite a time and hence the need to shift from education for emergency to education for development. Quality education will provide the refugees with practical skills that will support their capacity to build their country after repatriation.

Education is a basic human right and a powerful tool for transforming the society.UNHCR is mandated by its statute to pursue protection and solution for refugees' issues.UNHCR has a mandate to pursue durable assistance to the rights of the child refugees. Despite this mandate access and quality of education remains a serious problem in Dadaab. Some of the issues in the education programme in Dadaab include inadequate funding, inadequate teaching/learning materials, lack of laboratories for science which are required for KCSE, inadequate staff, inclusion of children with special needs, lack of prior education for arriving children, high dropout rates and long distances to the schools (UNICEF,2011).The sudden increase in the population of refugees, many of whom were children, put considerable strain on the

educational facilities and resources in the Dadaab schools. This resulted in high dropouts due to overcrowded classrooms.

The education programme in the Dadaab camps is implemented by two key organizations, Windle Trust Kenya which oversees secondary education and CAREKenya which oversees primary education. These organizations are assisted by other implementing partners in the camps. Windle Trust Kenya is committed to the empowerment of girls education.Girls education in Dadaab camp is hampered by socio-economic and cultural factors.WTK has developed four initiatives for the girl-child namely 'the catch up' classes for girls, community mobilization and secondary school support for the best girls and partnerships with stakeholders. The catch up classes for girls in Daadab and Kakuma refugee camps are aimed at helping girls make up for time lost away from school while they attend to domestic chores. The catch up programme is provided over weekends and school holidays.

Basic education is a right of every child as spelt out in the United Nations Convention on the rights of the child which was first adopted in 1989.Through the education for all and the Millennium Development Goals, many countries are committed to ensure that children realize their right to education. Basic education leads to personal and social improvement. It is a necessity in the attainment of higher levels of education (Belfield, 2007).

Among the refugees in Dadaab, education can enable children and youth to acquire academic and practical skills that will help them become self-reliant and productive adults. This would in turn help them participate in the building of a peaceful and stable Somalia.

2.2 Education for Children with Special Needs

Special education is a programme of instruction designed to meet the unique needs of a child with disability. The learners receiving special education have educational impairments such as physical, hearing, visual, mental, emotional, language, learning disabilities or multiple handicaps. These impairments interfere with regular education unless modifications and related services, equipment and specially trained teachers are provided. The goal of education is to provide equal opportunities for all children including those with special needs. However, educational opportunities for these learners are a major challenge to the education sector. According to MOEST (2010), majority of learners with special needs and disabilities in Kenya do not access educational services. For instance, in 1999 there were only twenty two thousand (22,000) learners with special needs and disabilities enrolled in special schools, units, and integrated programmes (MoEST,2009). The number rose to twenty eight thousand and eighty five in 2003, and forty-five thousand in 2008, which compares poorly with the proportion in general education.

In view of these there is need to expand special needs education services so as to achieve an enrolment rate at par with that of the other children. To ensure

this realization, the education sector launched the National Special Needs Education Policy on 10th March 2010. This is to enable the development and implementation of guidelines that mainstream special needs education at all levels. Other developments include the preparation of teachers for learners with special needs at Kenya Institute of Special Education (KISE) and the departments of special education at Kenyatta, Moi, Maseno and Methodist Universities.

According to Ndurumo (1993) early initiatives for provision of services to persons with special needs were undertaken by Faith-Based Organizationssuch as the Salvation Army, the Catholic church, Presbyterian, Anglican and the Methodist churches. Other initiatives included the Kenya Society for the Blind (KSB), Association for the Physical Disabled in Kenya (APDK), Kenya Society for the Mentally Handicapped (KSMH) and the Kenya Society for the Deaf Children (KSDC). The government has supported the efforts of these players through provision of financial, technical and human resource support together with an enabling environment. Provision of special education services is hampered by a number of challenges. According to a report by UNDP (2005)**,** these challenges include among others; inadequate data on children with special   needs and disabilities, lack of proper guidelines on mainstreaming special education at all levels in the country, lack of appropriate tools and skills for early identification and assessment, inadequate physical infrastructure and   teaching/learning materials appropriate for

learners with special needs together with inadequate skilled manpower and inappropriate placement for children with special needs.

According to Gender Policy in Education (July, 2007) gender differences in favour of males are considerable. In 2003 for instance, out of the twenty three thousand, four hundred and fifty (23,450) learners with special needs enrolled in primary education, only ten thousand one hundred and six (10,106) or 43% were girls. While education has grown rapidly in Kenya, the special needs education sub-sector has lagged behind. This is largely due to the fact that the community and society in general has a negative attitude towards disability. Learners with special needs often face a bigger challenge in the educational environment than their counterparts. According to MOEST (2009) this has contributed to higher dropout rates for girls with disabilities due to lack of facilities and teachers who may not be sensitive to their needs. Abdi (2008), in a study on evaluation of approaches to disability and rehabilitation in the context of Somali refugees in Kenya, established that the Somali community assumes and believes that disability results from a curse. This often led to discrimination and negative attitudes towards people with disabilities within the camps. The study further established that poor diet in the refugee camps resulted in malnutrition leading to poor growth of children, blindness, malfunctioning of bones and other deficiencies. Resettlement and access to education have the potential to make the person with a disability an active and productive member of the society. Women with disabilities were however

disadvantaged because of their gender. They were rarely employed either permanently or on contact in formal organizations.

Freiberg (2005) argues that people with disabilities need equal and inclusive education. Teachers and trainers must include people with disabilities in the education programme.Though inclusive education is a better option for all, inclusion does not mean putting disabled and non-disabled children together in one classroom and exposing them to same curriculum but ensuring that all children learn and participate fully. UNESCO (1994), advocates for inclusive education as the most effective way of combating discriminatory attitudes and achieving education for all. To achieve this, schools and teachers must accommodate the diversity of needs that people with disabilities have and education should be offered in a least restrictive environment to avoid barriers that hinder learning.

2.2.1 Children living in Difficult Circumstances as a Category of Children
        with Special Needs

Over the few years, issues surrounding children have emerged as a topic of public and political concern. Leaders in all the parts of the world have began to identify themselves with family and children's issues. Children have gained a new prominence and recognition and their profile has risen especially so during the 20th and 21st Century(UNICEF,2006). For instance, in times of war and disaster, the situation of innocent and helpless children is the target of humanitarian concern. Today, children are the target of much

more serious attention. This attention is accorded to children as a category of humankind who deserve consideration in their own right. Children are minors who are dependent on adult care, guidance and economic support. However, what is happening to children today is subject to intense public and professional scrutiny. Children are constantly in the news with stories about them ranging from child safety, child survival, child health, child victims of violence and warfare, child criminals, marginalized, abused children and girl children among others.

Children living under especially difficult circumstances are at risk of facing increased negative outcomes compared with the average child in the society (Mwiti, 2006). Some of the negative outcomes include, among others, severe malnutrition, lower than average rates of school attendance and completion at the primary level, a heavier work burden, physical, sexual and emotional abuse. According to Thungu, Wandera, Gachie and Alumarinde (2008),this category includes children with disabilities, orphaned, exposed to domestic violence, those who get displaced as a result of war, the sexually abused, the abandoned and those subjected to practices and customs that are harmful to their health, life and education. The numbers of children in these categories is on an upward trend not only in Africa but in the world. Innocent children fall victims in the hands of those entrusted with their responsibility and care. Heart-rending stories of terrifying painful experiences raise serious questions about parenting and guardianship. The root causes giving rise to children in need of special protection (CNSP) include poverty, failure of families in their

primary responsibility of ensuring child protection, increased urbanization and the breakdown in socio-cultural values. Some of the major categories of these children include the following:

2.2.1.1 Orphans

These are children who have no parental care. They have lost their first line of protection; their parents. Lack of parental care, whatever the cause, is detrimental for the overall wellbeing and development of the child (UNICEF,2004). These children are often more vulnerable and at risk of becoming victims of violence, trafficking, discrimination or other abuses. The children in these circumstances face malnutrition, illness, physical and psychological trauma and impaired cognitive and emotional development. Orphaned girls and boys are at risk of sexual abuse. Kenya has registered an increase in the number of orphans due to deaths caused by HIV/AIDS related infections. According to the Kenya Demographic and Health Survey (2003), data on orphaned children (children under fifteen who have lost one or both of their natural parents) show that 9% have lost their father, 4% have lost their mother while 2% have lost both parents. Altogether data shows that 11% of the children fewer than fifteen years have lost one or both parents.

Orphans are usually disadvantaged compared to other children whose parents are both alive. The extended family network that would traditionally have been relied upon to care for the orphans is overstretched and overwhelmed by poverty and other socio-economic factors. UNICEF (2006) maintains that

there is a looming orphan crisis that if not addressed, threatens to jeopardize the children's future and the country's prospect of development. Children without parental care and protection are ill prepared to assume community responsibilities and production. This in turn condemns the society into a vicious cycle of poverty (NASCOP, 2004).

2.2.1.2 Street Children

According to Mickelson (2000), these are children who live on the streets of cities. They are deprived of family care and protection and they range between ages five to seventeen years. Some of these children are born and brought up in the streets by those who left their homes. The population of these children between different towns is varied. Majority of these street children live in abandoned buildings, cardboard boxes, on the actual streets and in bars at night. They engage in economic activities and some of these children get home in the evening and contribute to family earnings. With time these children opt for permanent residence in the streets. They survive by scavenging for food in waste bins and rubbish pits. Some of the economic activities that these children get involved in include begging, pick pocketing, cleaning business premises and vehicles, collecting waste papers, plastics, charcoal and metals for recycling, parking vehicles, loading and offloading vehicles, cleaning utensils in food kiosks and those over sixteen get involved in violent robbery.

The number of street children has continued to increase in the streets of major towns in Kenya. Many organizations involved in child welfare in Kenya lack resources and this makes them vulnerable to control by donors while others exist merely to take advantage of donor funding(CBS,2003). The result is that year after year the numbers of children in the streets has continued to multiply. Some of the social and economic reasons that push children to the streets include the death of parents forcing children to try and make their own ends meet, neglect by parents, poverty, single parenting, children born out of wedlock who are not accepted in the family set up, corporal punishment either at home or school, armed conflict, physical and sexual abuse, and peer influence among others (Johnstone, 2005).

2.2.1.3 Adolescent Mothers and Child Brides

Adolescent mothers are girl children who become pregnant before the age of eighteen. They are therefore forced to become mothers before their rightful age. Some of them are forced to drop out of school and get married at an early age. According to UNICEF(2008) Child mothers have a greater risk of experiencing premature labour, miscarriages and stillbirths. They are also more likely to die from pregnancy related causes and most of their children die before the age of one.

Child brides are children who are married off at an early age, usually before the age of eighteen. The most widespread practice is that of a young girl getting married to an older man. This practice is most common in North

Eastern Province and among the Maasai. It is however hard to know the exact number of child marriages as so many are unregistered and are not official. Girls from poor households are more likely to get married at an earlier age than those from wealthy families (Mwiti, 2006).

Parents choose to marry of their daughters at an early age for a number of reasons. Poor families may regard a young girl as an economic burden and her marriage as a necessary strategy for the family. The Maasai for example marry off their daughters in exchange of ten thousand shillings, six cows and bed coverings. As a result of this practice, the Maasai participation rate in education is the lowest in Kenya. Other parents think that child marriage offers protection for their daughter from the dangers of sexual assault by offering the care of a male guardian (Somerset and Carron, 2000). It can also be seen as a strategy to avoid girls becoming pregnant outside marriage. Gender discrimination is also a factor in child marriage where girls are married young to ensure obedience within their husband's households and to maximize child bearing. This practice denies children the opportunity of enjoying their childhood and forces them to bear very heavy burdens when they are still very young. According to Mwiti (2006), adolescent mothers and child brides are often traumatized and in need of psychological support.

2.2.1.4 Children in Prison

These are children who accompany their mothers to prison, are imprisoned or are born in prison (Mwiti 2006). Children in detention often suffer severe

violations of their basic rights. The growth of these children is stunted, as prison is not a conducive environment for normal growth. The bond of attachment between the mother and the child is broken. Yunger, Corby and Perry (2005) define parent-child attachment as a tie that binds them together in space and endures over time. The babies like to approach their mothers or the persons they are attached to for closeness and interaction. Babies cry, smile and call to ensure contact with their mothers. Mothers in turn show attachment behaviour by keeping a watchful eye on the babies and by expression of gestures or talking to them to assure them of their presence. The relationship between the mother and the child influences future behaviour. The attachment between mother and child influences the child's ability to explore and develop mature personality. Secure attachment ensures the development of competence in social and cognitive skills and makes children to become curious, outgoing, self-directed and friendly. Prison is therefore not a good environment for the normal growth of children.

Besides children in prison with their mothers, many children end up in prison over petty offences. According to UNICEF (2006), there were over six thousand children and teenagers in Juvenile detention centers in Nigeria. Seventy percent of these children were first offenders for vagrancy, petty theft, truancy and wandering on the streets among others. Other children are detained at the request of their guardians or parents. In many African countries these children are detained in the same prisons with hard-core criminals and end up being sexually abused.

According to Centre for Social and Educational Research (2002), the conditions under which children live in prison are deplorable and inhumane. There is barely enough food, no heat, insufficient lice ridden blankets, poor sanitation facilities and no play. Some are kept in solitary confinement for long periods which can be very traumatizing for a child. Some of these children suffer deep trauma. On the other hand, children left behind by their mothers risk neglect and abandonment in cases where the guardian might perceive them as burdensome therefore choosing to withhold motherly love either consciously or unconsciously. When mothers are imprisoned, chances are high that the children will suffer when they are left at home or when they accompany their mothers to prison (Lemert,2006).

2.2.1.5 Children with Chronic Health Impairments

According to Hunt (2003), health impairment is a condition in which one or more body systems are affected by disease or conditions that are debilitating or life threatening. Children with chronic health impairments have limited strength, vitality or alertness due to the chronic illness. Healthy problems that may be referred to as chronic include heart conditions, tuberculosis, rheumatic fever, asthma, sickle cell, anemia, hemophilia, epilepsy, leukemia and diabetes among others. Many families experience a lot of stress in trying to meet the medical needs of a child with health impairments. It can be very expensive in terms of time and money. Parents or caregivers may be forced to overlook their own needs in order to meet the needs of the sick child. These increased stress levels may lead to general maltreatment of the child (UNICEF, 2005).

2.3 Enrollment, Repetition, Dropout and Completion Rates in Primary

   Schools

Although gender differences in enrollment rates for both pre-primary and primary levels have been drastically reduced, in arid and semi-arid areas,girls' enrollment at primary level may be low (Belfield, 2007). However, in areas of high rainfall and good agricultural productivity, participation rates for boys may be lower than for girls. According to UNICEF(2004) cultural practices related to dowry prices, engagement, early marriage as well as distance to school, lack of water and lack of security at school conspire to keep girls out of school in the nomadic and semi-nomadic areas. Gender disparities are also reinforced by lack of adequate water and sanitation facilities and classroom space. Sanitation affects girls' enrollment more than that of boys. The National Report of the Republic of Kenya (2000) notes thatsome schools in Wajir, for example, had toilets for boys and male staff but none for girls and female staff. According to this report, the national pupil: toilet ratio stood at 52:1 and the ratio was much worse in North-Eastern province.

In any learning situation, classroom space is important for learners since this is where they spend most of their time. The classroom needs to be as comfortable and conducive as possible. The seating arrangement, general outlook, planning of learning areas and display of teaching and learning resources are important considerations. Unfortunately, in the arid and semi-

arid areas classroom space is very low meaning that education outside buildings is still common in North-Eastern Province.

According to the Millennium Development Goals (2005) more than one hundred million children of school going age are not in school with the worst shortfalls in Africa, South-Asia, East-Asia and the Pacific. UNESCO (2004) reports that while enrollment has been increasing, many children dropout before finishing the fifth grade. Low levels of enrollment and completion are concentrated not only in certain regions but also among certain segments of the population. In every country completion rates are lowest for children from poor households.

On the other hand, high levels of enrollment in primary schools leads to overstretched physical resources leading to overcrowding in classes and inadequacy of teaching staff (UNESCO, 2003). As a result of understaffing, schools end up not achieving quality education because of overworking the few available teachers. With low quality of education, learners end up performing poorly in examinations. This leads to low transition rates, high dropout and repetition rates.

Several factors are responsible for dropout and hence low completion rates among primary school pupils in most African countries. One contributing factor is poverty. The cost of maintaining children in school is high and parents who cannot afford to provide all or most of the requirements are

always under pressure from the school administration. The children go through a lot of frustration which in turn affects their educational performance, forcing them to drop out of school (UNICEF, 2004).

Socio-cultural and other religious factors such as initiation ceremonies and early marriages are additional factors responsible for pupil failure to complete primary education. In areas where traditional circumcision in still practised, some pupils are pulled out of school to participate in initiation ceremonies. Once initiated some pupils develop negative attitudes towards teachers and the school. In some cases, some circumcised boys are not willing to be taught by women whom they consider to be inferior. According to UNICEF (2006), the initiated girls feel that they are now grown up women who should get married immediately after initiation. Pressure is put on them to leave school and meet traditional expectations.

According to Belfield and Levin (2007) children from poor economic backgrounds are more likely to rely on public assistance and engage in crime. They maintain that poverty and school dropout are highly connected and students from poor backgrounds are five times more likely to drop out of school than students from high income families.

2.4 Gender Issues in Education

MDG three focuses on gender equality and empowerment of women as effective ways to combat poverty, hunger and disease and to bring about

sustainable development. Women and girls have a historical disadvantage compared to men and boys (MDG,2005).The gender equality goal aims at eliminating gender disparities in primary and secondary levels. It also addresses persistent gender differences in the labour marketopportunities, legal rights and participation in public life.

UNICEF (2006) maintains that girls are less likely to attend school than boys.Even when there is gender parity at lower classes in primary schools, girls drop out often due to unwanted pregnancies, poverty mainly caused by death of parents due to HIV/Aids and very often due to heavy domestic workload. Although there has been an impressive gain in enrollment in Kenyan schools since independence, some regions still have low enrollment and high dropout rates for girls. This is as a result of customary beliefs and practices, limited infrastructure and amenities especially water and sanitation and the burden of household responsibilities. Early marriages and gender violence within the cultural environments disadvantage girls in their quest for education with most parents preferring to invest in the education of their sons to that of their daughters.

NCCK (2007) conducted a study entitled *Kenya: Making Headway with the HIV message in Dadaab Refugee Camp*.The study aimed at discovering the level of HIV awareness in the camp. A total of 78 respondents were interviewed and it was found out that 90% of all Somali women undergo a form of Female genital mutilation which is an unhygienic practice that could

transmit HIV. The study revealed that more female respondents were currently married than male respondents and that women married earlier than men. Differences in literacy revealed that male respondents were more likely to be able to read compared to their female counterparts which are perhaps an indicator of gender disparities in education. The current study involved 290 respondents which is a reasonable population on which to make generalizations. Further the researcher focused attention on the availability of quality contributors to education like availability of teachers and their qualifications, enrolments, availability of physical facilities like classrooms, latrines, desks, textbooks and playgrounds among others.

A study conducted by Abdi (2008) revealed almost similar gender imbalances in education. The study established that males participated more in education compared to their female counterparts. The gender imbalances relating to educational achievements were attributed to the traditional Somali male preference which gives more education opportunities to males. Women and girls in the traditional Somali family are mostly occupied in the domestic chores and often find little time to engage and compete with their male counterparts in other fields outside home. They are therefore disadvantaged in participating in formal education. According to UNICEF (2006) early marriage is rampant among the Somali community culture and tradition. In the camps, teenage girls are often married to old men whileother parents fail to take their children to school, especially girls in order to protect them from abuse (Siyat, 1999).

Educating both girls and boys expands their future choices. However, educating girls produces many additional socio-economic gains that benefit entire societies (Kendall, 2006).These benefits include economic productivity, higher family incomes, delayed marriages, fewer but healthier children and improved health and survival rates for infants and children. Adequate investment in education facilitates the achievement of other development goals. Each year of schooling increases individual output by 4-7 percent (Basic Education Coalition, 2004).Education also plays the role of building human capital and produces significant improvement in health, nutrition and life expectancy. Countries with educated citizens are more likely to be democratic and politically stable (Summers, 1992). UNESCO (2007) maintains that while disparities in primary and secondary enrollment rates are decreasing,they have not yet been eliminated. Too many children, especially those from poor families and those in remote rural areas still lack access to a safe nearby school and other learning facilities. Working children, street children, refugee children, displaced children, orphaned children, trafficked children, child soldiers, physically challenged, those living in conflict areas and those affected by HIV/Aids do not receive adequate education (UNICEF, 2003). Socio-cultural beliefs, customs, practices and insecurity all play a significant role in withdrawing girls from school.

The focus of getting girls to school without addressing impediments in their learning process further puts the girls at a disadvantage. Girls are regularly characterized as dull second-rate students incapable of answering questions

and boys are assigned high status tasks like time keeping and ringing the school bell whereas girls are responsible for sweeping and arranging furniture (Kendall, 2006). Although such issues are often overlooked in educational programming they contribute in reinforcing the gender gap in education. In some parts of the world however, boys' educational outcomes lag behind girls outcomes. For instance some boys are taken out of school or denied entry altogether to become cattle herders especially in pastoralist communities. Boys' under achievement is a growing problem that requires attention. According to (UNESCO, 2007) this should not however divert attention from the issue of low access for girls to primary and secondary education.

Benefits of female education are substantial. Taskforce on Education and Gender Equality (2005) concluded that the rates of return from the educational investments on women exceed that of men, particularly in developing countries. The social returns on female education are high and exceed the returns to male education. Female education improves children's health, reduces the number of unwanted births, and causes women to want smaller and healthier families (UNICEF 2004). Taking children to school requires great effort but ensuring that they stay in school and learn requires more.

2.5 Teaching / Learning Resources in Schools

For effective teaching and learning to take place, it is important to avail as many different types of teaching and learning resources. Children require

many resources to enable them to develop and learn. The teaching/learning resources vary according to the topic, level of the learners and the local environment. As the learners interact informally with the environment, learning takes place (Thungu, 2008). Educational resources are therefore all the factors outside and within the classroom that make teaching and learning experiences more effective in an inclusive setting. Some of the teaching/learning resources include display boards such as chalkboards, flannel boards, bulletin boards, real objects, graphic materials like maps and charts, written materials like text books, journals and magazines, and anything in the local environment that is used to facilitate effective teaching in the classroom. Other facilities include availability of space like playgrounds and lighting facilities. Technological resources are also used in classroom situations and these involve the application of electrical equipment for instructional purposes.

Teaching/learning resources provide stimulation of the learner's senses and this provides them with meaningful and productive knowledge, skills attitudes and experiences. The basic assumption underlying the use of educational resources is that clear understanding stems from maximum use of senses. According to Thungu (2008), a lot of learning is visual. The resources serve to improve the learner's ability in retention, interest, imagination, better understanding, personal growth and development. When educational resources are used there is great opportunity for learners to move, talk, laugh and interact freely. This enables them to work independently and collaboratively.

Learners get the opportunity to handle and manipulate objects and this increases their understanding. The educational resources enable the teacher to follow common principles of teaching such as from concrete to abstract, from the known to the unknown and learning by doing. They provide a conducive environment for capturing interest as well as sustaining attention and learner's motivation. They enable the teacher to provide several activities, experiences and stimulate learners for better understanding. Learning through the senses is the most natural and easiest way of learning. The duty of the teacher is to provide an appropriate environment where the child will construct his physical and social environment (Thungu et al, 2008).

Chabari (2010) carried out a study titled *challenges facing effective implementation* of *free secondary education in Kangundo district, Kenya*. The purpose of the study was to investigate the challenges facing the effective implementation of FSE in kangundo district in relation to adequacy of learning resources and funding to schools. The study employed a descriptive survey research design. The target population was 536 respondents and the sample size was 126 respondents. Proportionate sampling was used to select head teachers and teachers. Questionnaires and interview guides were used as the instruments of data collection.

The study findings revealed that there was increased enrollment in secondary schools as a result of the introduction of free secondary education which led to inadequacy of teaching learning resources as well as inadequate physical

facilities in the schools.   The study found out that the inadequacy of physical facilities, learning resources and inadequate teachers were brought about by over enrollment. The researcher intended to find out whether schools in the refugee camps experienced similar challenges as experienced in general.

Ohwise (2008) conducted a study titled *administrative challenges faced by public secondary schools head teachers of public secondary schools in Vihiga district in Kenya.* The purpose of the study was to identify the admnistative challenges faced by the head teachers in Vihiga district. The researcher used questionnaires as the main research instruments. The respondents were 48 head teachers in public schools in Vihiga district. The study employed a descriptive survey design. Study findings revealed that among the challenges faced by head teachers in Vihiga district were insufficient and badly constructed classrooms, shortage of books and equipment, lack of proper furniture particularly desks, untrained and semi-trained teachers who seldom stay long and overcrowded classrooms. Accordingly schools lacked adequate classrooms and other essential facilities like desks, chalk and books. Other challenges included community interference in school matters as well as poor transport and communication infrastructure to schools.

In the current study,the researcher investigated the quality and availability of physical facilities in schools in the refugee camps without any rel;ationship with school administration. The researcher used a variety of research

instruments; among them questionnaires,document analysis and interview guides.

Resource materials assist students to learn. Textbooks give teachers rationale for what they do and give idea and activities for instruction. The textbooks help students review and prepare for their lessons. The books are efficient in terms of time and money and they allow for adaptation and improvisation. Teachers and students rely heavily on textbooks as they determine the components and methods of learning. The way the textbook presents material is the way students learn it. The educational philosophy of textbooks will influence the class and the learning process. Availability of textbooks allows learners to have more time with the books for revision and extra studies. In many cases teaching resources are the centre of instruction and one of the most important influences on what goes on in the classroom. Although experienced teachers can teach without a textbook, it is not easy to do it all the time (Seifert,2009). Many teachers do not have enough time to make supplementary materials so they just follow the textbook. Inadequate textbooks hinder students from effective participation both in class and in group discussions. Textbooks therefore play an important role in teaching and learning participation. Since learners are the centre of all learning processes, it is the responsibility of the teacher to ensure that all the elements in the learning process are working well for the learners and to adapt them if they are not working well for them. Materials have a hidden curriculum that includes

attitudes towards knowledge, towards teaching and learning and towards attitudes and values related to gender and society.

Integrating refugee children within the classroom may require both extra resources as well as additional mechanisms for supporting teachers as they develop their knowledge and expertise (Talbot, Dialana & Christopher, 2001).This is because the teachers have to be responsive to the way refugee children may be affected as well as the ways in which their trauma, grief and loss may appear within the classroom. For instance, the child may exhibit behavioral problems such as chronic anger, anxiety, guilt as well as prolonged agitation, hopelessness and lack of physical wellbeing. Teachers need to participate in appropriate training and in service activities related to refugee education and the effects of trauma on children within the classroom.

The school environment can be made healthy and child-friendly by addressing such issues as health, hygiene, environmental and sanitation which are all linked to quality learning (UNICEF, 2007). Schools can help to transform families by promoting positive practices among pupils in their formative years. Today there is a school wide initiative to promote hand-washing in schools by providing facilities and chlorinated water. Appropriate sanitary units in the form of toilets and latrines separated according to both age and sex, with smaller toilets for pre-school children, urinals for boys and latrines adapted for children with disabilities are a necessary facility in schools. According to (Talbot et al, 2001) schools need to introduce minimum health

and safety standards relating to all aspects of the learning environment by providing appropriate quality of buildings. Play areas provide opportunities for physical exercise. Saltavelli & Kenneth (2000) maintain that physical exercise can promote non-violence in the school by elaborating the rules of the game.

Furniture and equipment is an important component of the learning process and should be appropriate for the size and age of the children. Proper maintenance and usage of available equipment for both the staff and pupils is important to ensure preservation. When resources are scarce, the need to make education available may mean higher teacher-student ratios, overcrowded classes, fewer materials and resources per class and lower building standards, thereby sacrificing quality for access (UNICEF, 2005). Scarce resources can also lead to tradeoffs such as the decision to invest in primary education at the expense of secondary education or to postpone the development of educational opportunities for children with special needs.

2.6 Education for Refugee Children

According to UNHCR (2009) refugee education has been a fundamental aspect of UNHCR operations and access to basic education is a priority.Education is essential from the on set of an acute crisis or emergency until the phase of durable solutions especially for children. This is because as Ahmed (2001) puts it, armed conflict has increased dramatically over years with children and women being the major casualties. Education has a crucial preventive and rehabilitative part to play in fulfilling the needs and rights of

children in conflicts and post conflict situations. Education also serves a major broader function by giving direction and shape to children's lives. It instills community values, promotes justice and respect for human rights as well as enhancing peace and social cohesion.

 A similar stand was taken by a child refugee,Ndume in 2009 during the Kidsrights Millenium Development Goals conference in Johannesburg where he highlited the current situation of children worldwide concerning poverty, education and health. Ndume fled the Democratic Republic of Congowhen he was seven years oldafter losing his parents during the war. He arrived in a refugee camp in Tanzania where he has lived. Through his advocacy for the child refugees, Ndume won the international peace prize in 2009 which was presented to him by the Nobel Peace Laurrette 2004: the late Professor Wangari Maathai. After receiving the grand prize Ndume returned to the refugee camp to continue with school as well as championing for the rights of children through a radio programme he established, the''children for children''.The radio programmes airs the problems experienced by child refugees as well as children in general. Ndume's wish for the 2009 prize money was that the money be invested in a project which would improve the lives of children both inside and outside the refugee camps (Kidsright,2010).

Bortu (2009) in his study titled *Problems and Challenges:Faced by Liberian Refugee Children and Youths living in the Buduburam Refugee Camp Face in Accessing Education*. This was after the UNHCR and other relief agencies withdrew their educational support to the refugees in the year 2000.The

purpose of the study was to investigate the challenges faced by liberian refugee children in their endeavour to access education.The study used a qualitative research design using library research and documentation,semi-structured interviews and observation. The study had 26 respondents including children,parents,educational consultants and humanitarian organisations.Study findings indicated that poverty,dreams of resettlement,lack of motivation and social life in the camp were the major setbacks for children and youth not being able to access education at Buduburam refugee camp in Ghana.The current study sought to examine access to basic education among the child refugees in the Daadab camp in Kenya.The study used a descriptive survey design and a total of 290 respondents.Unlike Bortu's study which collected data from library research and documentation following the collapse of the education programme in Buduburam refugee camp,the current study was carried out in actual schools in the Dadaab refugee camps in kenya.

Gakunga (2011) presented a conference paper titled *Factors affecting provision of quality education for refugees:the case of dadaab refugee camp in kenya.*This paper was based on data collected by the multisectorial assessment team from the Kenya Red Cross, the United Nations of Cordinations of Humanitarian Affairs (UCHA), the Kenyan Ministry of internal affairs and several lead sectors like World Food Programme (WFP) and the World Health Organisations (WHO). The paper sought to explore the challenges of providing quality education for refugees in the Dadaab refugee camps. Data had been collected by the Multisectorial assessment team

through field visits, observations and personal interviews. Research findings showed that the quality of education in the refugee camps is wanting due to several factors such as overcrowding and lack of trained teachers.Whereas the research paper by Gakunga relied on information from the multisecteorial team, the current study was carried out by means of questionnaires for teachers and pupils, document analysis forms that were filled in by headteachers and interview schedules with parents. The current study focused on examining access to basic education.

Further research was carried out by Mareng (2010) who in his study an *analysis of the refugee children's education in the Kakuma refugee camp* investigated the link on policy, accessibility and quality of Education in the Kakuma camp. The study used one qualitative instrument to analyze educational accessibility, policy and quality. Data was collected from journals articles, Internet sources, books and researchers' own experience as a refugee person. The researcher used a population of 293 respondents and found out that without a strong leadership from the UNHCR and the support of other agencies, education in the refugee camps would not have been successful.Whereas the concern of this study carried out in Kakuma was leadership in education delivery, the current study was mainly concerned with examining access to basic education for child refugees in the daadaab camp schools.

During times of armed conflict, schools are not safe from attacks. Teachers are prime targets in such times because they are important community members and may hold strong political views. The destruction of education networks is one of the greatest setbacks in countries affected by armed conflict. This makes the task of post-war recovery difficult. Learning can only take place in an atmosphere of peace. During armed conflict,fear and disruption make it difficult to create such an atmosphere. As conflicts drag on for months or years, educational opportunities become limited or even cease altogether. Sometimes even when educational opportunities still exist in war torn areas, parents may be reluctant to send their children to school. They may be afraid that their children may not be safe on their way to and from school (Ahmed, 2001).

UNHCR (2007) maintains that it is important to establish educational activity as a priority component of all humanitarian assistance. It is important to establish schooling systems as soon as possible after children have been forced to leave their homes and are crowded in camps. The resumption of school routine reassures everyone by signaling a degree of return to normal roles and relationships in a family. Refugee children may attend regular schools in host countries although few may get the opportunity to do so. In most cases, host governments allow international agencies to provide educational services for refugee children. This is made possible with support from the host country. Educating refugee children is difficult in situations of armed conflict but it is important as it promotes their psychosocial and physical well-being. Teachers

can recognize signs of stress in children as well as impart vital survival information on issues such as personal safety and health dangers. Teachers can also promote tolerance and respect for human rights. Alternative sites for classrooms can be established since schools are likely to be targets for military attacks.

Education for refugee children should be able to promote peace, social justice and acceptance of responsibility. Children need to be taught the skills of negotiation, problem solving and communication that enable them to resolve conflict without resulting to violence. It is important to integrate education for peace and conflict resolution into their curriculum. Ensuring that every child in the refugee camp has access to quality education necessitates a collaborative effort between the government and the wider community. It requires a long term commitment to the provision of adequate resources, engagement with parents and partnerships with non-governmental organizations.

 According to Maroussia, (2008) while many parents lack the skills, knowledge and resources to interact effectively with teachers and the school authorities, there is often a lack of commitment on the part of the school to reach out to the parents. Investment in parents may be as important in the education of a child as the direct learning in school. Regular meetings with parents help the school authorities to share the goals of the school, the curriculum that is taught and updates on the child's progress to enable them to

better understand the child's education. Such contact enlists parents as partners in the educational process. Maroussia (2008) argues that parent's involvement increases the sense of ownership of the school and with it a commitment to the children's effective education. The international community is a major participant in the realization of EFA as it provides support to build capacity of both governments and individuals (UNICEF, 2005). The international community has a role in ensuring that educational strategies compliment other strategies for poverty elimination. While the immediate focus in emergency situations is inevitably on survival and the provision of food, water, shelter and medical treatment, the re-introduction of education is not only a right but a vital resource in restoring normalcy.

2.7 Summary of the Literature Review

In this chapter relevant literature has been reviewed regarding education for refugees. Education for refugee children is in line with the United Nations Millennium Declaration which set 2015 as the year for attaining EFA (UNESCO, 2000). Education is key for refugees as it saves lives as well as restores normalcy. From the literature reviewed, it emerged that physical facilities and learning resources are critical in facilitating learning in schools in refugee camps. The review also established in school and out of school challenges that affect student participation in general education. Various studies emphasized the impact of over-enrollment on learning resources and teacher adequacy. Gender issues were also discussed and constraints to

inclusive education for children with special needs.Gaps emanate from the

researches carried out as reflected in the literature reviewed.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter describes the research design, location of the study, target population, sampling procedure and sample size, research instruments, piloting, reliability and validity of the instruments, piloting, data collection techniques, data analysis procedures and logistical and ethical considerations.

3.1 Research Design

The study adopted a descriptive survey design to investigate the challenges facing refugee children in their access to basic education.Descriptive survey designs are used to collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices (Parkash, 2009).

Orodho (2005) maintains that descriptive survey designs are used in explorative studies to allow researchers to gather information, summarize, present and interpret data for the purpose of clarification. This research design was used to gather information from the participants as it allowed the researcher to question the participants about the past, present and future and from the data collected to draw inferences about the factors underlying behaviour (Abbort, 2008).Survey design was appropriate for this study because it enabled the researcher to collect information concerning the challenges faced by refugee children in Ifo, Dagahaley and Hagadera refugee camps in Dadaab.

3.2 Variables

The independent variable is the variable representing the value being manipulated or changed while the dependent variable is a function of the changes or variations in the independent variable (Orodho, 2005).

3.2.1 Independent Variable

The independent variables in this study were; Teaching/learning resources, Physical facilities and socio-cultural practices. The independent variables had a direct influence on children's ability to access education in the refugee camps.

3.2.2 Dependent Variable

The dependent variable is Education.

The challenges encountered by refugee children affected their access to education.

3.3 Location of the Study

The study was conducted in Ifo, Hagadera and Dagahaley refugee camps in Dadaab. Dadaab is situated approximately 500km from Nairobi and about 100km from Garrissa County, the provincial headquarters of North-Eastern Province in Kenya.The researcher chose the Dadaab camp because it is the largest camp in the world (Ogwell, 2011) and therefore provided large samples for the study. The three camps of Ifo, Hagadera and Dagahaley make

up the Daadab refugee complex which accommodates approximately 525,000 refugees mainly from Somalia (Ngirachu, 2011).

3.4 Target Population

The target population for this study was all head teachers, teachers, pupils and parents in the eighteen (18) primary schools in the three refugee camps. Parents are key stakeholders in the education of their children. The three camps play host to eighteen (18) primary schools as presented in the following categories: Ifo camp eight (8) schools, Hagadera five (5) schools and Dagahaley five (5) schools. The approximate target population was one hundred and fifty six thousand (156,000) children of school going age.

3.5 Sampling Techniques and sample size

3.5.1 Sampling procedure

Proportional sampling was used to ensure that the schools in the camps were represented in the sample in proportion to their numbers. According to Lavrakas (2008) propotional sampling involves sample selection methods in which the probability of selection for a sampling unit is directly proportional to the size. Ten (10) primary schools were sampled to take part in the study. This number represented (55.5%) of the population which is above the number advocated by Haslam and McGarthy(2003) who maintain that a sample of between 10-25% is adequate for a survey study.

Proportional allocation was then used so that each camp contributed to the sample a number that is proportional to its size in the population. The researcher calculated the sampling fraction Viz:

$$F = 10/18 = 0.555$$

0.555 equals the probability of any number of the population being selected for the sample.

The schools for the samples were then randomly selected using simple random sampling. According to (Orodho, 2006), simple random sampling provides equal opportunity of selection for each element of the population. Ten head teachers of the sampled schools automatically participatedin the study. To obtain the pupils who took part in the study from standard seven, the researcher obtained a class register from the class teachers involved and this acted as a sampling frame while parents were conveniently sampled. Systematic sampling was used to sample the pupils from the class register. According to Orodho (2005), systematic sampling is used where lists of the population members are available and arranged in some form of order. The researcher calculated the sampling constant viz;

Sampling constant = <u>Population</u>

Sample size

in order to determine the sampling interval and then selected 13 pupils from the class register in each school.

3.5.2 Sample size

The ten (10) head teachers from the sampled schools purposively participated in the proposed study, thirteen (13) teachers from each school making a total of one hundred and thirty (130) teachers, thirteen (13) pupils from each school making a total of one hundred and thirty (130) pupils and twenty (20) parents. The parents who took part in the study were conveniently sampled as they attended an adult literacy class. This made a total of two hundred and ninety (290) respondents.

Table 3.1 shows the schools in Ifo, Hagadera and Dagahaley and the number of sampled schools.

Table 3.1: Sampled Schools in Dadaab camps

Camp	Primary schools		Number of schools	No of sampled schools	Percentage of sampled schools
Ifo	- *Friends*	*-Midnino*			
	- Halane	*-Horseed*	*8*	(4)	44.4
	- Abdulaziz	*-Hornimo*			
	- Hormuud	*-Horyaal*			
Hagadera	*Umoja*	*- Iffin*			
	Upendo	*-*	*5*	(3)	27.7
	Amani				
	Central				
Dagahaley	*Central*	*- Unity*			
	Juba	*- Illeys*	*5*	(3)	27.7
	Elnino				
TOTAL			**18**	**10**	**100**

3.6 Data Collection Instruments

Data was collected using three types of instruments which were developed by the researcher. These were:

(a) Questionnaires

(b) Interview schedules

(c) Document analysis forms

3.6.1 Questionnaires

The use of questionnaires in this study was important in obtaining information from the head teachers, teachers and pupils. According to Mugenda & Mugenda (2003) the questionnaire provides the investigation with an easy accumulation of data. Questionnaires are widely used in education to obtain information about current conditions and practices and to make enquiries concerning attitudes and opinions quickly and in a precise form. Orodho (2004) emphasizes the use of questionnaires. He points out that questionnaires are appropriate for studies as they have the ability to collect large amounts of information in reasonably quick space of time and the response can be easily analyzed.

The questionnaire consisted of both closed ended and open ended questions. The closed - ended questions were used as they would yield more information than the open ended questions due to their apparent ease to the alternatives provided.The closed-ended questions were included in the questionnaire in

order to avoid the bias that may result from suggesting responses to individuals.

Two categories of questionnaires were used in this study:

i.   Teacher's Questionnaire

A teacher acts as a role model to the pupils. He/she promotes academic excellence and pursuits by promoting relevant and quality education. Teachers are responsible for school administration and the day to day curriculum implementation through teaching and other educational activities. The questionnaire for teachers addressed background information and also sought information on the challenges facing refugee children in the school.

ii. Pupil's Questionnaire

The pupil's questionnaire addressed pertinent issues on the challenges they face both in school and in their immediate environment that could impact on their learning.

3.6.2 Interview schedules

Orodho (2004) points out that in interviews, the researcher asks the subjects questions face to face or over the telephone. The use of interview schedules will enable the researcher to capture any information which may not be captured using other methods. An interview schedule makes it possible to obtain the data required to meet the specific objectives of the study. Interview

schedule were used in this study for the twenty (20) parents who took part in the study.

3.6.3 Document analysis

A Document analysis form was given to the ten (10) head teachers to fill in important information about the school. The analysis form sought information on enrollment trends, drop out and completion rates, staffing, teaching/learning resources and physical facilities in the schools.

3.7 Pilot Study

The researcher carried out a pilot study in Abdul Aziz primary school in Ifo camp with one head teacher, two (2) teachers and three (3) pupils who were randomly selected. This school did not take part in the study. The pilot study enhanced the validity and reliability of the instruments. Piloting enabled the researcher to discover any weakness in the instruments and also to check for the clarity of the questions.The comments from the respondents assisted in the improvement and modification of the instruments.

3.7.1 Validity

Validity refers to whether an instrument is measuring what it is supposed to measure. Orodho (2004) maintains that validity is the degree to which results obtained from the analysis of data actually represents the phenomenon under investigation. The researcher sought expert opinion in assessing content validity. Experts in this area included the researcher's supervisors who

assessed the instruments and found them fit to represent the concept of the whole study.

3.7.2 Reliability

Reliability of an instrument is the degree to which a particular measuring procedure gives equivalent results after repeated trials. Reliability is also the accuracy or precision of a measuring instrument(Sharma, 2008).The researcher carried out a pilot study where the questionnaires were administered to five (5) identical subjects in Abdul-Aziz primary school in Ifo camp. The pilot study enabled the researcher to assess the clarity of questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instruments. In order to avoid the problems associated with repeated trials, the researcher used Split-half technique of reliability testing whereby the items in the pilot questionnaires were divided into two halves putting the even numbered items together and the odd numbered items together. A correlation coefficient for the two halves was computed using the Spearman Brown Prophecy Formula. The coefficient indicates the degree to which the two halves of the test produce the same results and hence describe the internal consistency of the test. The calculated reliability was 0.82 which was within the limit of 0.8 and 1 as advocated by Mugenda and Mugenda (2003).

3.8 Data Collection Procedure

After discussing her research intentions with the DC and the DEO,Dadaab, the researcher then travelled to the designated schools and created rapport with the head teachers after which the document analysis forms were given to the head teachers. The researcher then asked for permission to administer the questionnaires to the teachers and with the help of the class teachers, proceeded to do the same for the pupils. After distributing all the document analysis forms and questionnaires to the sampled schools, the researcher then interviewed parents conveniently as they attended evening adult literacy classes.The researcher interviewed parents with the help of the adult literacy teacher who acted as an interpreter since the parents were only fluent in Somali language. Due to security reasons the researcher left some of the questionnaires to be sent via mail bag.

Out of the ten (10) sampled schools, the researcher received back all the school data sheets from the head teachers (100%) response.Teachers response was 95.3%, the response for the pupils was 100%and 100% response for the interview schedule with the parents. The whole data collection period took two months.

3.9 Data Analysis

After all the data was collected, the researcher conducted data cleaning which involved identification of incomplete and inaccurate responses, which were corrected to improve their quality.Items from the document analysis forms and

questionnaires were coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS).These yielded quantitative data while items from the interviews and open-ended questions from the questionnaires yielded qualitative data. Qualitative data was analyzed qualitatively using content analysis of meanings as well as quotations from respondents. As observed by Gray (2004), qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings.

Quantitative data was presented using graphs, charts, measures of central tendencies and percentages. Findings were interpreted and conclusions made together with recommendations.

3.10 Logistical and Ethical Considerations

Ethical considerations were important as the study involved working with different groups of people among the refugees.After receiving the research authorization from the Dean, Graduate School, (see appendix F), the researcher first collected a letter of authorization and a research permit from the National Council for Science and Technology (NCST) (see appendix G&H respectively).After which the researcher proceeded to the Department of Refugee Affairs (DRA) to requisite permission to visit the refugee camps in Kenya according to the Refugee Act of 2006 (see appendix I). The researcher proceeded on to seek further permission from the District Commissioner and the District Education Officer, Daadab District. (See appendix J).

After acquiring a permit letter from the DC - Dadaab district which was copied to all the relevant authorities in the camps, the researcher liaised with the DEO and then travelled to the designated schools and asked for permission, created rapport with the head teachers and consequently explained her intended research mission. Respondents were instructed not to put their names on the research instruments to ensure anonymity. Confidentiality was observed throughout the study period with particular attention being paid to the data collection methods as well as appropriate and safe data collection time.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents data analysis, interpretations, results and discussions of the findings which was done by focusing on research questions that the study addressed. The main objective of the study was to examine acess to basic education in the Dadaab refugee camps of Ifo, Hagadera and Dagahaley.

The systematic presentation and analysis of data is organized based on the demographic data and the themes derived from the research questions highlighted in chapter one.

The research questions designed to guide the study were:

1. What are the challenges encountered by the refugee children in their endeavor to access basic education?

2. What has been the student enrollment trend and dropout rates in the primary schools in the camps from 2006-2010?

3. What is the status of education for children with other disabilities in the camp?

4. What is the gender disparity in enrollment in the primary schools in the camps?

5. What is the current status of the physical facilities and learning resources in the schools?

4.1 Demographic Data

The study sought respondents' information on gender, level of education and work experience of the teachers and the head teachers.The head teachers and the teachers were asked to indicate their gender. Tables 4.1 and 4.2 show head teacher's and teacher's responses on gender.

Table 4.1:Head teachers' gender (n=10)

Gender	Frequency	Percentage
Male	10	100
Female	0	0
Total	10	100

The trend from Table 4.1 shows that primary schools in the refugee camps are predominantly headed by men.

Table 4.2:Teachers' gender (n=130)

Gender	Frequency	Percentage
Male	102	82.3
Female	28	17.7
Total	130	100

Table 4.2 shows that majority of the teachers were male102 (78.4%).Female teachers constituted a very small percentage at 28 (21.6%).In order to bridge gender disparities in education in the refugee camps, girls needed female teachers who could act as their role models.The glaring gender disparities among the teachers were replicated in girls' enrollments as discussed later in

this study. The low numbers of female teachers compromised motivation and security for the girls. World Bank (1992) notes that the largest gender gaps exist where the percentage of female teachers is low. With the majority of the teachers being men, girls were bound to face certain challenges in the classroom where for instance they could not be able to follow up with the male teacher seeking clarifications on concepts they did not understand.

The study sought to find out the education levels of the head teachers in the refugee camps. The results are shown in Figure 4.1.

Figure 4.1:Education levels of the head teachers (N=10)
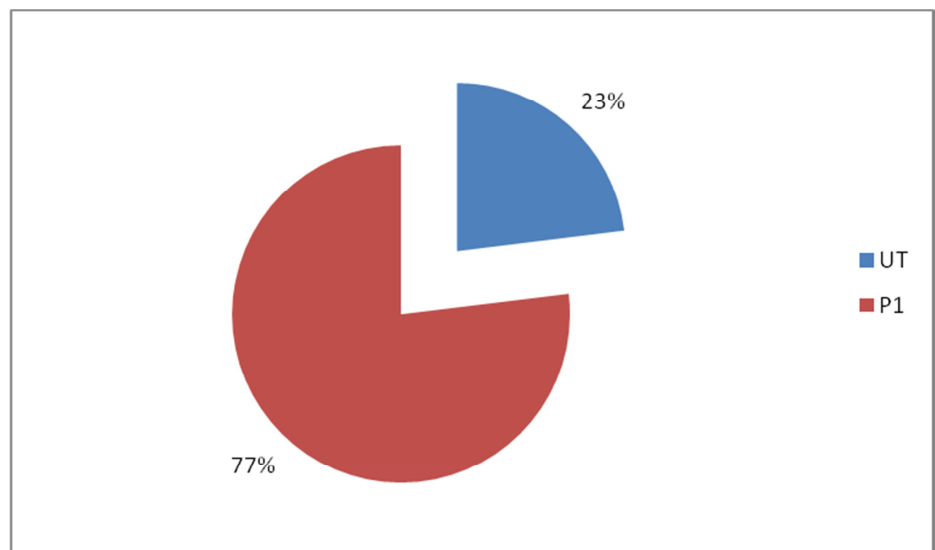
Figure 4.1 indicates the education level of the head teachers in the primary schools in the refugee camps and it evidently shows that the biggest percentage (77%) had training as P1 teachers while (23%) were untrained teachers. Implementation of school programmes requires adequate skills especially in management. Such skills can only be attained through formal training and though it is encouraging to note that majority of the head teachers

had acquired p1 training, 2(23%) of the head teachers had no formal training.

Robbins (2003) notes that effective management requires three types of skills; namely technical skills which enable the manager to use resources, human skills which give the ability to work well with other people and conceptual skills which give a manager the capacity to perceive the organization in its totality. Training of school heads is therefore essential in order to enable them to implement educational programmes.

The researcher sought to find out the education levels of the teachers in the camp schools. The findings are shown in table 4.3.

Table 4.3: Education levels of the teachers (N=130)

Level of training	Frequency	Percentage
UT	79	63.7
P1	42	33.9
P2	2	1.6
Diploma	1	0.8
Degree	0	0
Post grads	0	0
TOTAL	**124**	**92.3**

Table 4.3 shows that majority of the teachers, 79 (63.7%) were untrained. The study also found out that 42 (33.9%) were trained and had p1 qualification. It further established that only a small number, 1 (0.8%) had training up to diploma level. This implies that a very large number of teachers were not formally trained. A teacher does not only act as a role model to the learners but also promotes academic excellence by promoting relevant and quality education through quality teaching.According to Renlgnenn & Dannersberg (2000), teacher qualification has a great impact on student motivation and

performance. Teacher qualification has been cited as a factor in school persistence (Elaine 2003). Teachers need various pedagogical skills in order to cope with the demands of teaching tasks. Such skills can only be attained through formal training. Training of teachers is important as it enables them to acquire teaching concepts, attitudes and skills needed for teaching.

In order to establish the duration of time that the teachers had taught in the camp schools, the study sought to find out the work experience of the teachers. The study findings are shown in Figure 4.2.

Figure 4.2:Work experience of the teachers
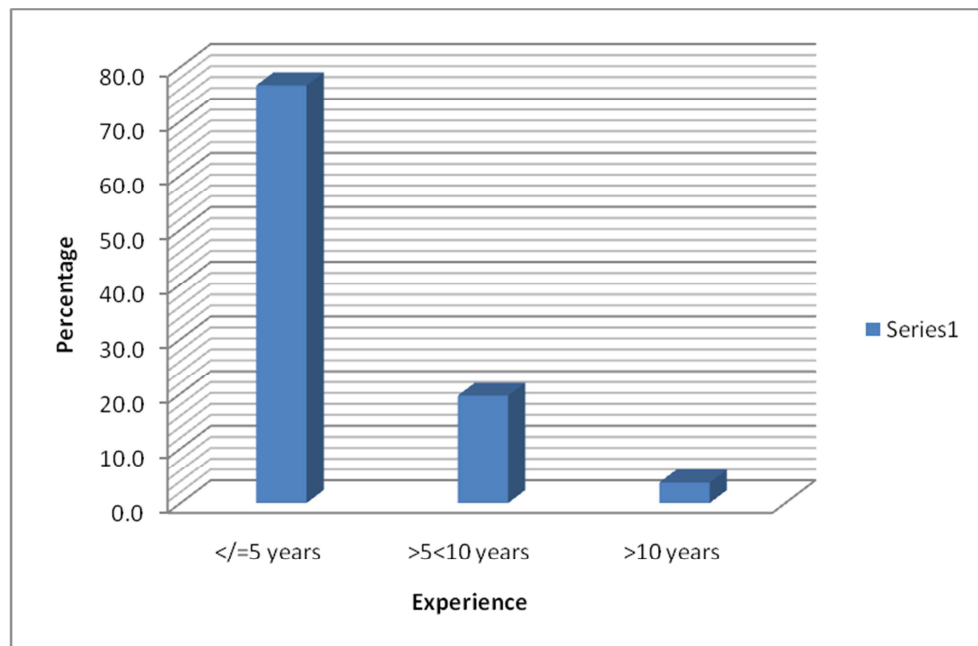
Study findings on Figure 4.2 indicate that 92 (74%) of the teachers had worked for less than 5 years and only 3 (2%) had worked for more than ten years. Based on these results it can be concluded that majority of the teachers

had worked for a very short time and possibly they did not have enough experience in teaching. It was further established that teachers received low incentives compared to workers employed by other agencies in the refugee camps and this coupled with the harsh weather conditions may have contributed to the high rate of turnover for the teachers. This in turn means that the teaching staff in the schools in the refugee camps was very weak in terms of teaching experience. The findings of this study agree with Robinsons (McKinney, 2000) who observed that teaching experience relates positively to learning.

Teaching experience is a vital component in school leadership. The study sought to find out the teaching experience of the teachers before they were appointed as head teachers.

Figure 4.3: Comparisons of head teachers experience as head teacher and Teaching experience.
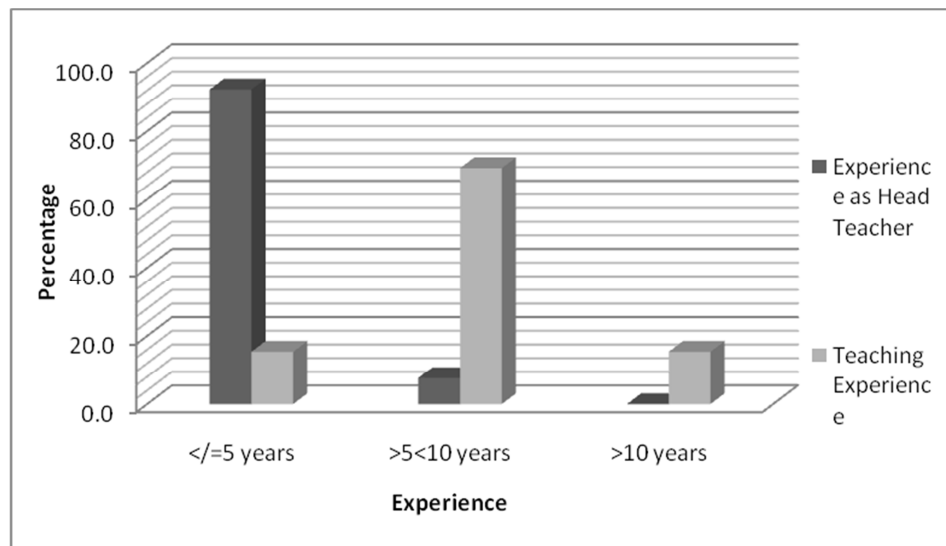
Figure 4.3 compares the head teachers' experience as head teachers and their teaching experience. The study findings show that 9 (88%) of the head teachers had less than five years of teaching experience. Study findings also indicate that all of the teachers who had more than ten years teaching experience were not head teachers. From these findings it can be concluded that majority of the head teachers did not have enough experience to perform their jobs accordingly and to handle the challenges experienced in implementing basic education in the refugee camps.

The study sought to find out whether the schools in Dadaab refugee camps were registered under the Ministry of Education. The findings are shown in Table 4.4.

Table 4.4: School registration by the Ministry of Education (n=10)

School registration	Frequency	Percent
non registered	2	20
Registered	8	80
TOTAL	10	100

Findings in Table 4.4 indicate that majority of the schools 8 (80%) in the refugee camps are registered with the Ministry of Education while 2(20%) are not registered. This implies that majority of the schools in the refugee camps had complied with the Ministry of Education regulation by ensuring that the schools were formally registered with the Ministry of Education.

4.2 Challenges Encountered by the Refugee Children in their Access to Education in the camps.

This section presents the findings based on the first research question.

Research question 1: **What are the challenges encountered by the refugee children in their endeavor to access basic education?**

Owing to the difficult circumstances in which the refugee children live, the study sought to find out from the teachers the various challenges encountered by the refugee children in their effort to access basic education in the camps.Figure 4.4 presents the challenges as reported by the teachers.

Figure 4.4: Challenges encountered by refugee children in accessing education
In the camps as reported by the teachers
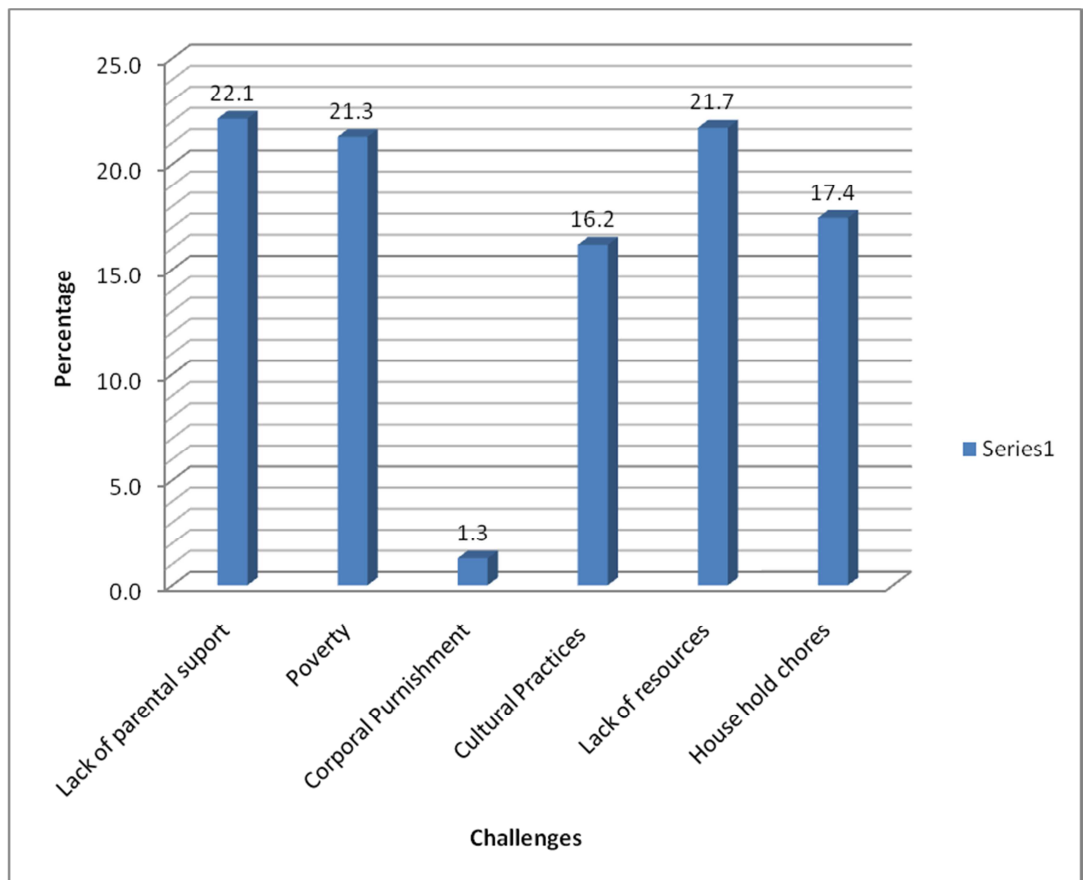
Study findings in Figure 4.4 indicate that 26.9 (21.7%) of the teachers cited lack of resources as a major challenge. Children require many resources to enable them to learn effectively. These include textbooks and chalkboards among others.When these resources are used learners interact more and this serves to improve the learners' ability to retain what they have learnt. According to Thungu et al (2008) 80% of all learning is visual and learning resources serve to improve the learners' ability in retention, interest and better understanding.

Data also indicated that lack of parental support was another challenge for learners in the camps. Figure 4.4 shows that another 27(22.1%) of the teachers indicated lack of parental support as another challenge. It is worth noting that parents are key stake holders in the education of their children. Interviews with the parents confirmed that most of the parents were illiterate and they therefore attached no value to the education of their children and especially to education for girls. Marrousia (2008) observed that parents' involvement increases the sense of ownership of the school and with it a commitment to the childrens' effective education. In most cases parents are charged with the responsibility of providing learning resources for their children and this could probably explain why a majority of teachers cited these as major challenges in the access of education in the camps.

Figure 4.4 further indicates cultural practices as a challenge to accessing education. This was indicated by 20 (16.2%) of the teachers. These included female genital mutilation (FGM) and early marriages. According to the teachers, girls are pulled out of school to participate in the initiation ceremonies. Once initiated the pupils developed negative attitude towards the teachers and they also became a bad influence to other pupils. Girls who had not undergone the circumcision rite were also likely to drop out of school due to discrimination as they were looked down upon.They were victims of ridicule and taunting from the community on their way to school. The practice of female genital mutilation culminated to early marriages as observed by UNICEF (2004) that the initiated girls feel grown up and ready for the next stage in life which is marriage.

Poverty was cited by 12 (9.5%) of the respondents as a challenge. As a result of poverty pupils had to drop out of school to work for the family. One parent confirmed this when she said that the boy was working for the family and the girl was helping with house work. Girls helped their mothers with household duties, often taking care of their mothers after delivery.

The study confirmed that most families were large with as many as seven children. This is shown in Figure 4.5.

Figure 4.5: Average family sizes.
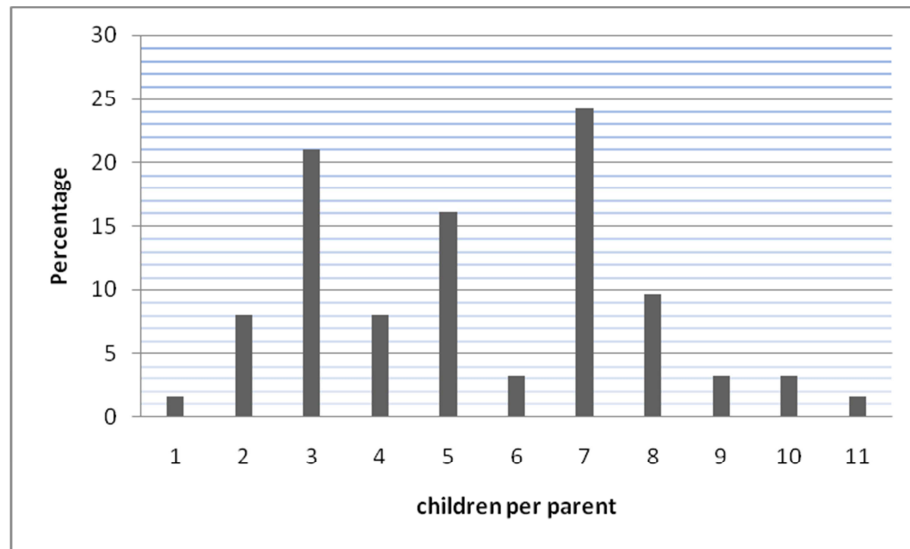
Figure 4.5 shows the average family sizes as reported by the parents. From the study findings, majority of the families 5(24%) had seven children per parent. Large families were more likely to be poorand unable to send their children toschool. Belfield et al (2007) summarized his findings of his study on how poverty affects school persistence with this statement "a poor family may complete bearing the cost of sending their children to primary school but might abandon the whole exercise when more sacrifices are demanded.

The study sought to examine access by establishing from the pupils the various challenges that they encountered in their efforts to access education in the refugee camps. The study findings are shown in Figure 4.6.

Figure 4.6: Challenges encountered by refugee children as reported by the pupils.
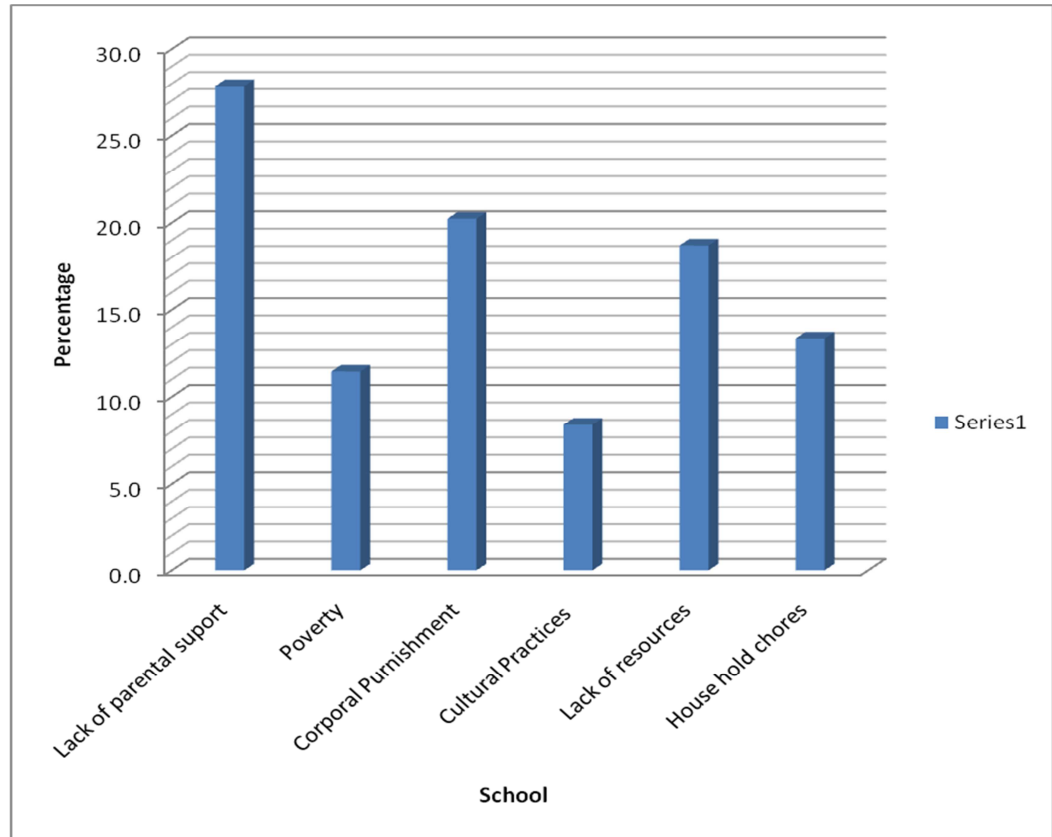
Study findings in Figure 4.6 show that lack of parental support, lack of resources, household chores, cultural practices and poverty were major hindrances for the pupils. Figure 4.6 indicates that 35(27%) of the pupils reported that lack of parental support was a major hindrance. Parents reported that they preferred taking their children to *dugsis* (religious classes) while 23(18%) of the pupils said that they had to help in the household chores. This was mainly reported by the girls. They had no time to do the homework and most times they had to be out of school to take care of the family. The poor motivation of parents contributed to the pupils dropping out of school. The

fact that most parents are illiterate and did not know the value of education meant that they were not motivated to send their children to school. According to a report by UNHCR (2005) children of literate parents have more interest in education while illiterateparents are conservative, sticking to their traditional values. This conservativeness has a strong negative effect on female education. Holmes (2003) further argues that the education of the father increases the expected level of school retention by boys, and that of the mother enhances the educational attainment of girls.

Similarly, Swada and Lokshin (2001) reported a consistently positive and significant coefficient of fathers and mother's education at all levels of education. Cultural practices were cited by 10 (8%) and 14 (11%) indicated poverty was a challenge. Perhaps cultural practice was cited as a challenge by a small number of pupils because they had been acculturated into the Somali culture to such an extent that the children viewed it not as an obstacle but an acceptable way of life.

Contrary to the teachers, pupils however included in-school factors such as corporal punishment as another challenge. Study findings in Figure 4.6 show that corporal punishment was a challenge as indicated by 26 (20%) of the pupils. Despite growing awareness, some school teachers remain convinced that some degree of corporal punishment is necessary to instruct children. This might have contributed to dropout as noted by United Nations (2008) who

observed that beatings at school are responsible for one of the highest dropout rates in the world which stands at 50% during the first five years of education. Refugee camps are in most cases associated with insecurity. The study sought to find out whether the pupils and teachers in the Daadab camp schools experienced any insecurity.Consequently data was collected from pupils and teachers on the safety of the school environment. Figure 4.7 shows the findings on the safety of the school environment as reported by pupils.

Figure 4.7: Safety of the school environment as reported by pupils
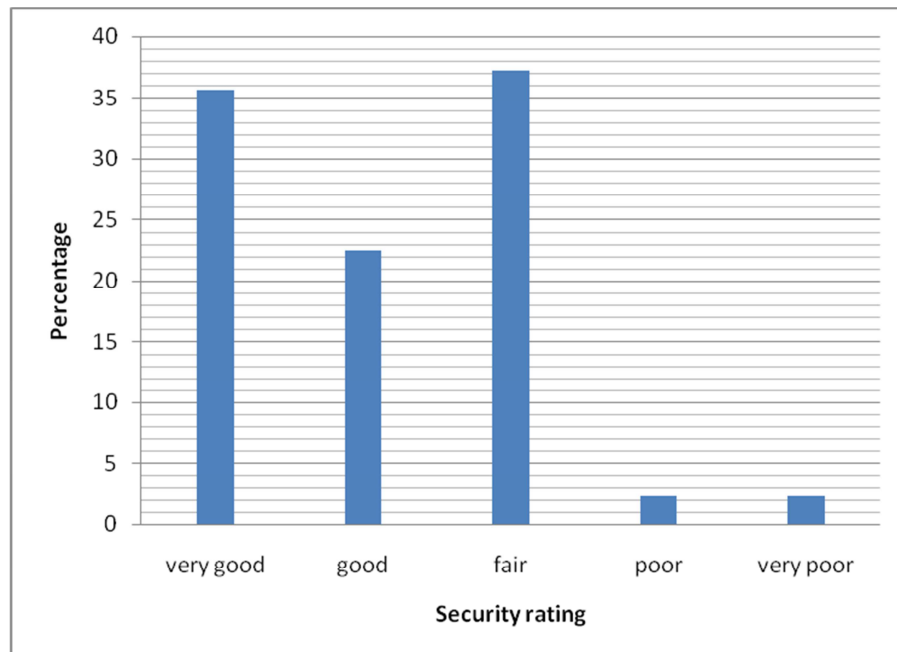
Data presented on Figure 4.7 shows that 77 (59%) of the pupils indicated that the school environment was safe while 46 (35%) indicated the environment as fairly safe and only 5(4%) of the pupils felt that the environment was unsafe. The rating of the school environment by the pupils as safe could be attributed to the fact that most refugees fled their home countries having experienced

very brutal forms of armed conflict. By comparing these traumatizing incidents with the refugee camps they therefore felt the schools were a safe haven, however parents withdrew the girls from school for fear of sexual harassment or abduction where they were forced to marry their abductors. The late entry of girls to school mostly at the age of ten necessitated that by the age of twelve to thirteen they leave school as their parents were afraid of sexual harassment.

A safe working environment is crucial for workers as it increases motivation to work. The study sought to find out how the teachers in the camp schools rated security in the refugee camps. The findings are shown in Figure 4.8.

Figure 4.8: Teachers' security rating.
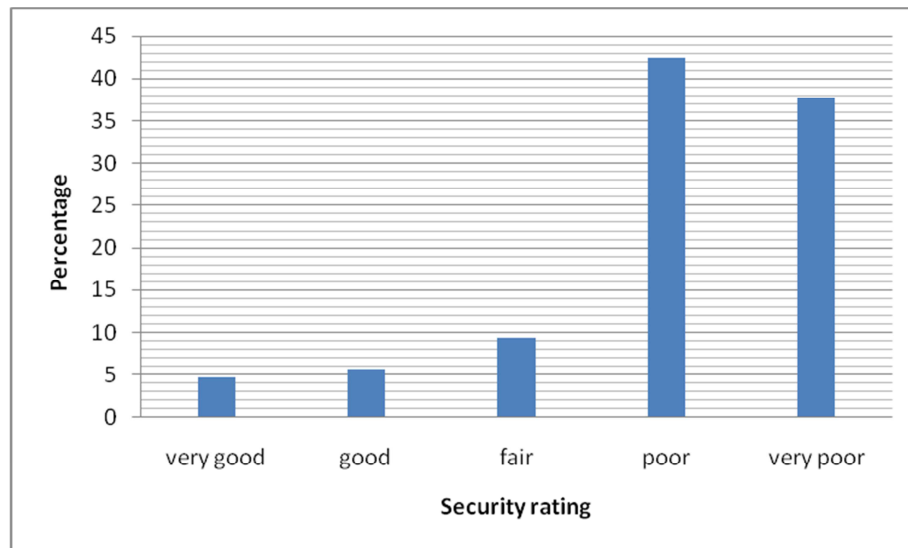
Figure 4.8 shows that majority of the teachers 99 (80%) felt that security was poor in the refugee camps with only 25 (20%) of the teachers rating security in the camps as good. This could explain the high rate of teacher turnover in the

schools in the camps as majority of them felt insecure. The teachers who felt safe may have been drawn from the refugee community.

On the basis of these research findings therefore it emerged clearly that children in the refugee camps had many in-school and out of school challenges to cope with in their endeavor to access basic education.

4.3 Student Enrollment and Dropouts including Special Needs Education

The Education for All (EFA) goal can only be attained with the achievement of 100% participation rate at primary level. This section presents results on enrollment and dropout trends based on the second research question.

Research question 2: What has been the student enrollment trend and dropout rates in the primary schools in the camps from 2006-2010?

Due to the influx of refugees in the refugee camps, the numbers of refugee children have been on the increase. Since in many conflict zones more than half of the population is under eighteen, the study sought to find out whether this was replicated in the school enrollment from 2006-2010. Table 4.5 shows the enrollment trends in the schools in the camps.

Table 4.5: Camp pupil enrollment trends by years

Camp	2006	2007	2008	2009	2010
Dagahaley	6506	9398	9708	11366	12307
Hagadera	9594	10438	8985	7990	6661
Ifo	6297	7380	7524	7222	8722
Total	**22397**	**27216**	**26217**	**26578**	**27690**

Data presented in Table 4.5 shows the pupil enrollment trends by camp between 2006 and 2010.

Enrollment trends in Dagahaley

It is evident from Table 4.5 that Dagahaley registered an increase in enrollment throughout the five years from 2006 to 2010.In 2007, Dagahaley recorded an increase of 2892 (44%) while in 2008 there was an increase of 310(3.3%).In 2009 enrollment went up by 1658 (17%) and in 2010 the camp had an increase of 941 (8.3%) in school enrollment. Further interactions with the teachers revealed that the refugees in Dagahaley were the more established businessmen and farmers in Somali before war broke out. They appeared a little bit more stable in the camps than other refugees in the other camps. The camp also had fewer cases of dropouts compared to the other camps.

Enrollment trends in Hagadera

Table 4.5 shows the enrollment trends in the camp schools in Hagadera. In 2007 the camp recorded an increase of 844(8.8%) but experienced a sharp decline in enrollment in 2008 by 1453(13.9%). In 2009, schools in Hagadera

recorded a further decline of 995 (11%) and a further nosedive in enrollment in 2010 of 1329 (16.6%).The sharp decline in enrollments in Hagadera was attributed to the marginalization and stigmatization of the Somali Bantu living in Hagadera. The Somali Bantu are farmers and their children face marginalization and abuse by the other Somali children who come from pastoralist families forcing the parents to withdraw their children from schools and enroll them in private schools.

Enrollment trends in Ifo

Findings in Table 4.5show that Ifo registered an increase in enrollment of 1083 (17%) in 2007. In 2008, there was a small increase in enrollment of 144 (2%) followed by a decline in enrollment in 2009 of 302 (4%). However, study findings indicate that there was a sharp increase in enrollment of 1500 (20.7%) in 2010.

In any learning environment classroom space is very important since this is where learners spend most of their time. UNESCO (2003) maintains that high levels of enrollment in the primary schools leads to overstretched physical resources leading to overcrowding in classes and inadequacy of teaching staff. The study sought to establish the pupil enrollment per class. The study findings are shown in Table 4.6.

Table 4.6: Pupil Enrollment per class in the schools in the three camps

Camp	School	Class							
		1	2	3	4	5	6	7	8
Dagahaley	A	93	131	138	135	129	120	58	36
	B	59	66	54	52	565	62	56	50
	C	100	66	65	80	63	81	64	43
Hagadera	D	84	83	114	100	96	99	99	41
	E	89	78	77	77	73	69	96	21
	F	411	191	96	90	106	89	95	71
Ifo	G	176	278	300	127	128	72	68	50
	H	57	59	70	62	66	56	34	36
	I	112	107	94	100	105	110	87	41
	J	100	113	100	27	60	60	67	60

Study findings in Table 4.6 show that class sizes were very large in almost all the classes in the camp schools with class sizes ranging from 21-565 pupils per class. This led to overcrowding and congestion. The study found out that all the schools in the camps operated a double shift system of arrangement in the lower primary. This was largely caused by lack of classroom space and inadequacy of teaching staff.

Concerning the adequacy of teaching staff in the camp schools, the study sought toestablish the teacher availability and shortfalls in the schools. Study findings are shown in Figure 4.9.

Figure 4.9: Teacher availability and shortfalls.
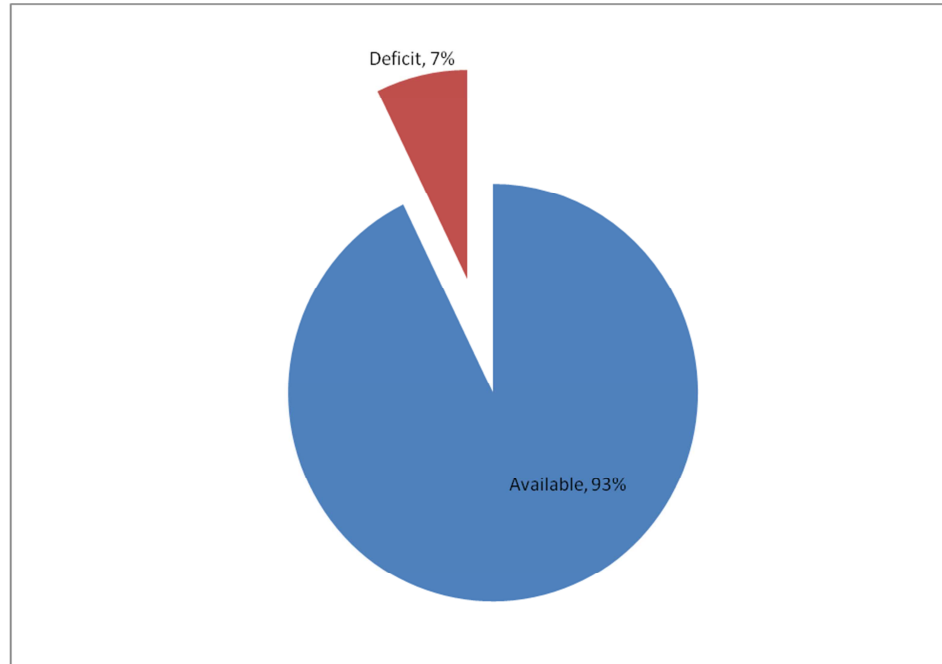
Figure 4.9 shows that 93% are the available teachers in the education programme in the camps. However 7% are the teacher shortfalls. Whereas the percentage of the available teachers may appear to be reasonable at 93%, the study findings established that the pupil-teacher ratio in the lower primary was very high as a result of over enrollment. As earlier discussed, majority of these teachers 63% were untrained.Over enrollment compromised the quality of education because of overworking the few available teachers. Overworked teachers may not be in a position to prepare a conducive classroom environment and this may in turn cause learners to hate school. According to Kane (2004) teachers negative attitudes can push pupils, especially girls, out of school. He argues that the pupils may end up neglected, abused, mishandled

and sent out of class during teaching/learning periods. The obvious result of all this is absenteeism and eventual dropouts.

On matters pertaining to dropouts, the study observed that several factors led toschool dropouts. Poverty and gendered roles were the most common causes of school dropouts. Study findings in Figure 4.10 indicate the dropout trends in the refugee camps.

Figure 4.10: Dropout trends in the camps.
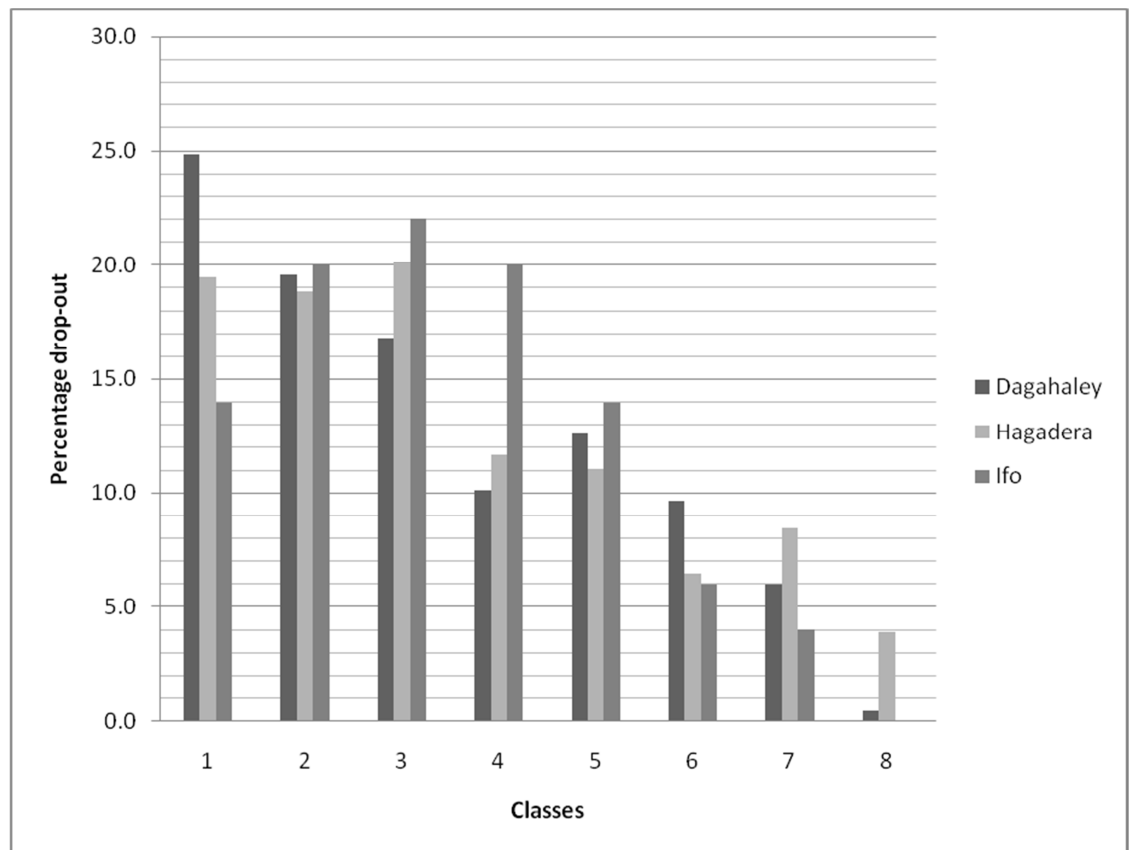
The study findings in Figure 4.10 seem to indicate that Dagahaley had the highest number of dropouts in the lower classes at130 (25%) followed closely

by Hagadera at 110 (19%) and then Ifo at 62 (14%). Ifo however registered higher dropout rates in classes three, four and five. Interestingly the findings seemed to further show that there were higher dropouts in the lower classes between class two to five and then nose-diving from class five to class eight. As earlier discussed in this study the enrollment rates in the lower primary were very high and this might have contributed to equally high levels of attrition. The study found out that there was late age of entry to school at the age of ten and by the age of twelve to thirteen, children and especially girls had to be withdrawn from school for fear of sexual harassment. Further discussions with teachers revealed that the school feeding programme contributed to the high enrollment rates but once the pupils realized that the nutritious porridge provided by World Food Programme (WFP) was notsweetened, majority of them opted to go back home.

UNESCO (2004) reports that while enrollment has been increasing in schools in Africa, south-Asia, east-Asia and the Pacific, many children drop out of school before finishing the fifth grade. The report is categorical about the fact that completion rates are lowest for children from poor households. This report agrees with UNICEF (2004) that as a result of poverty children go through a lot of frustration which in turn affects their educational performance, forcing them to drop out of school. Socio-cultural, religious factors and gender socialization are other additional factors responsible for pupil failure to complete primary education with girls being the most affected.

Study findings revealed that there were high dropout rates for girls from class five. Socio-cultural beliefs, customs, practices and religious beliefs play a significant role in withdrawing girls from school. According to Evelyn (2004), religion is also associated with low female participation. All these factors coupled with the fact that career prospects for girls are low contribute inkeeping girls out of school. The study established that although there were high dropout rates in the lower classes; dropout from standard five to eight was highly gendered. This was largely because from the first to the third grade pupils showed no gender stereotypes but by the fifth grade boys and girls subscribed to gender stereotypes that generally favored boys and girls internalized self images of inferiority that often led to dropout. High dropout levels led to low completion rates signifying educational wastage on human and financial resources.

4.4 Education for children with other disabilities

Refugee children fall in the category of children living in difficult circumstances. However, in this category of children there are those with other disabling conditions such as hearing impairments, visual impairments or physically challenged. These children require special adaptations in their learning environment in order to access education.

Research question 3: What is the status of education for children with other disabilities in the camp schools?

The study sought to find out whether learners with other disabilities were taken care of in the educational programme. The study sought to find out the enrollment trends of learners with other disabling conditions from 2006-2010.Study findings are shown in Figure 4.11.

Figure 4.11: Enrollment trends for children with other disabilities.
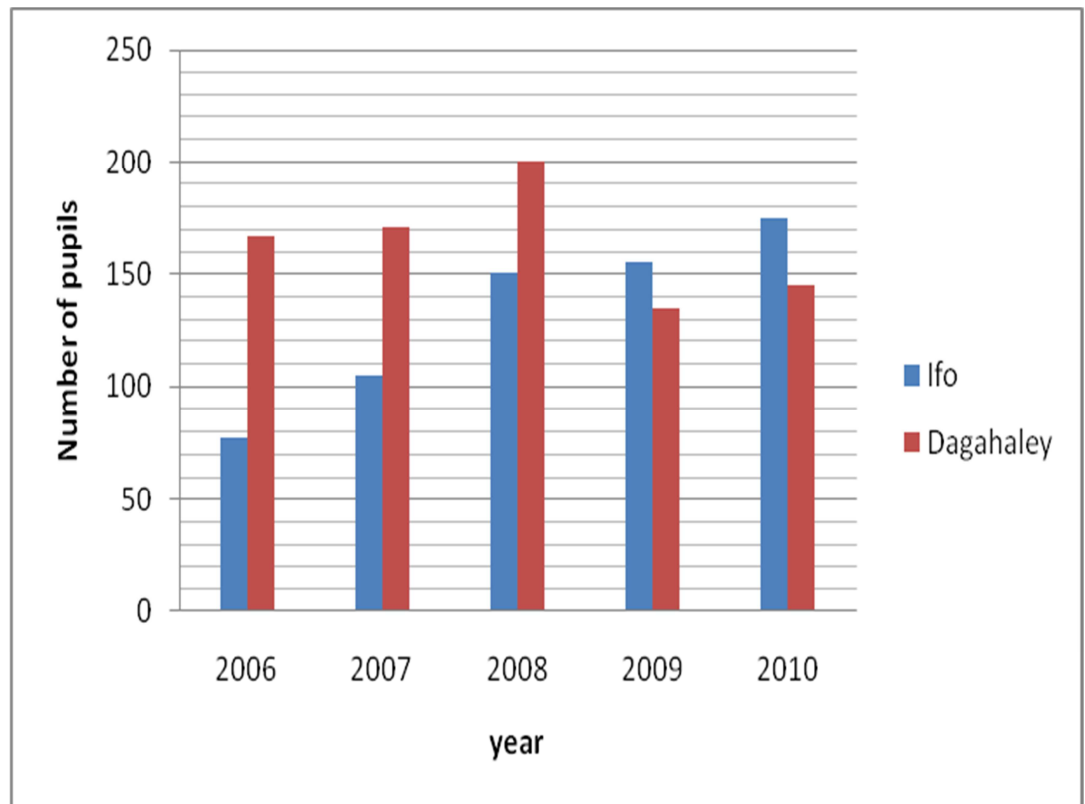
It is clear from Figure 4.11 that special needs education was being offered in two camps, Ifo and Dagahaley. The enrollment indicated an upward trend in Ifo camp from 2006-2010.Dagahaley registered increased enrollment from 2006 to 2008 before registering a sharp decline in 2008.The education programme has made commendable efforts to ensure inclusion of children

with disabilities.Special needs teachers indicated the categories of special needs taken care of in the education programme as including children with mental retardation, children with visual impairments, children who are physically challenged andchildren with hearing impairments.The study also found out that there were other children with disabilities who were restricted by their parents from attending school due to stigmatization. In Hagadera for instance, teachers indicated that the special needs education programme was not operational due to the marginalization experienced by the Somali Bantu who formed the greater majority of residents in this refugee camp. The fact that other children were marginalized meant that the Somali Bantu would not risk enrolling children with other disabling conditions in school.

The researcher sought to find out the teachers' responses on whether parents restricted children with other disabilities from attending school. Study findings are shown in Figure 4.12.

Figure 4.12: Restriction of School Attendance
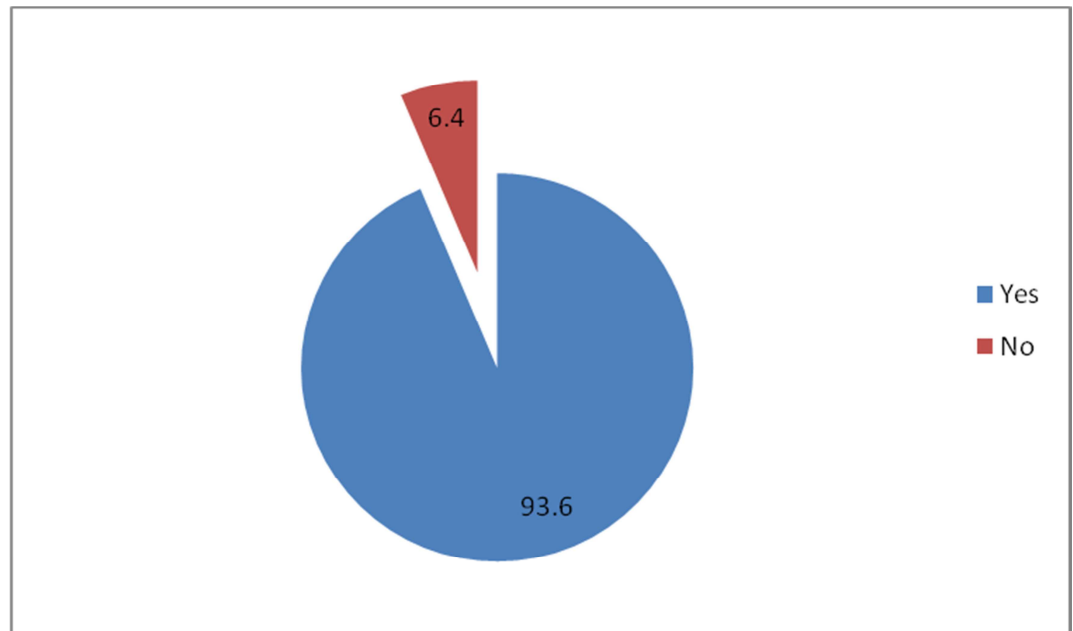
Figure 4.12 indicates the teachers' response as to whether parents restricted children with disabilities from attending school. The study findings indicate that116 (93.6%) of the teachers agreed that parents restricted their children from attending school. This agrees with Ndurumo (1993) who argues that from ancient times the society has harbored negative attitudes towards disability. Further interaction with the respondents revealed that the non-disabled people in the refugee camps described people with disabilities negatively.They used names that people with disabilities detested and these included nicknames such as *dhadol*(deaf),*indhoo*l(blind) or *doogon*(fool).These names are considered derogatory and abusive.

Education for children with special needs requires specialized equipment and certain adaptations in the school environment in order to accommodate

learners with special needs. The researcher sought to find out whether specialized equipment was available for learners with other disabilities. Table 4.7 presents the study findings.

Table 4.7: Availability of specialized equipment for learners with special needs.

EQUIPMENT	YES	NO	TOTAL
Adapted chairs	2	5	7
Braille books	3	4	7
Hearing aids	5	3	8
Wheelchairs	4	3	7
Adapted chairs	0	5	5
BRAILERS	14	20	34
PERCENTAGE	**41.2**	**58.8**	**100**

The study findings in Table 4.7 indicate that majority of the respondents 20 (58.8%) indicated that specialized equipment for learners with other disabilities were not available while 14 (41.2%) indicated that specialized equipment were available.Study findings further indicate that while some equipment were available in some schools,they were missing in other schools. It can therefore be concluded from the study findings that specialized equipment for learners with other disabilities were either lacking or insufficient. According to (MOEST, 2009) education for learners with other disabilities is greatly hampered by lack of specialized equipment and trained teachers. This was the greatest hindrance for learners with disability in the camps. Some of the learners especially those with visual impairments and the physically challenged experienced great difficulties in getting to school.

Children with disabilities require certain modification in the learning environment if they are to fully benefit from school. The researcher sought to find out whether the school environment was well adapted to meet the needs of children with other disabilities in the refugee camps. Figure 4.13 presents the study findings on the adaptation of the school environment.

Figure 4.13: Adaptation of the school environment.
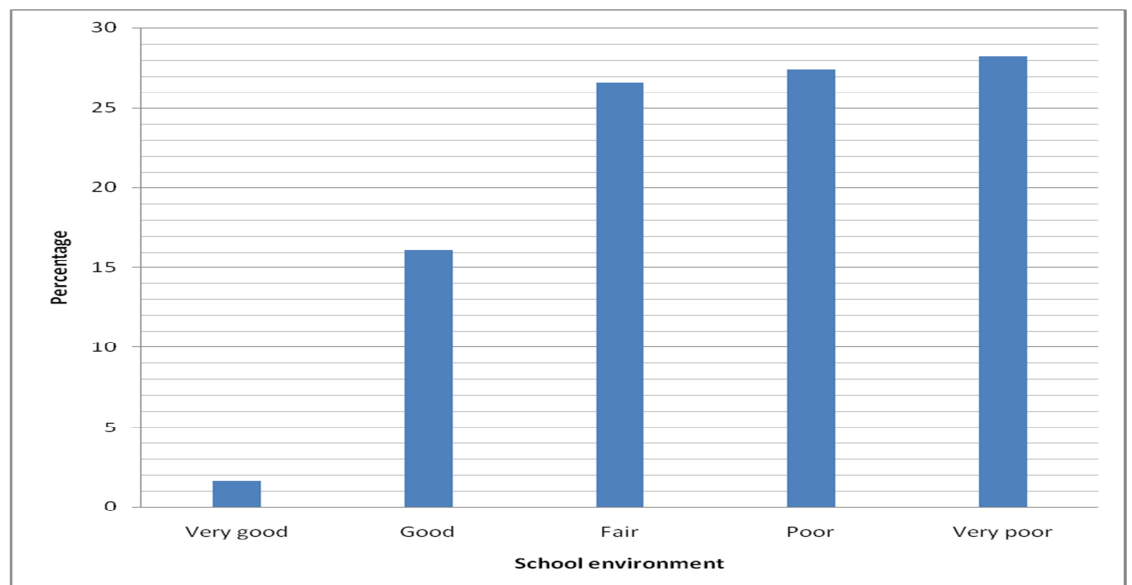
Study findings in Figure 4.13 clearly show that the school environment is not adapted to accommodate learners with other disabilities as indicated by 20 (55%) of the respondents. Only 5 (1.5%) of the respondents indicated that the school environment was very good with 9 (26.5%) indicating that the school environment was fairly well adapted. The study established that learners with disability had a lot of problems navigating around the school environment as it was not adapted to suit their needs. Kirk, Gallagher, Nicholas and Annastasion

(2003) maintain that children with disabilities need to be instructed in the least restrictive environment.

On matters pertaining to the availability and shortfalls of teachers trained in special needs education, the study found out that teachers were available. The findings are shown in Figure 4.14.

Figure 4.14: Teacher availability and shortfallsin special needs education.
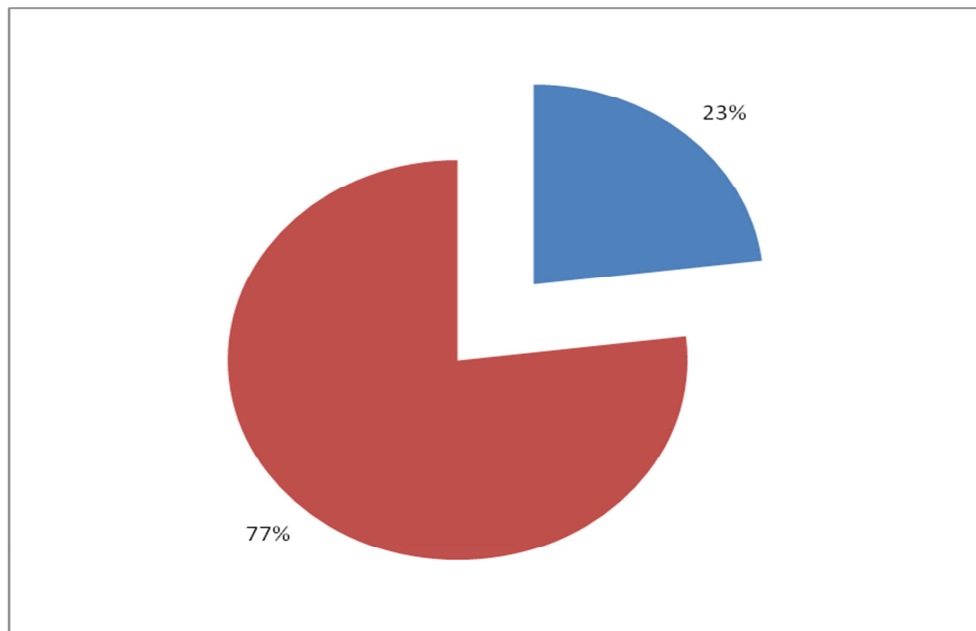
Study findings in Figure 4.14 show that 95 (77%) of the respondents indicated that special needs teachers were available while 29 (23%) indicated that they were not available. Further investigations indicated that by availability the respondents meant a teacher was available to take care and occupy learners with special needs.

Learners with special needs require teachers who are trained in special needs education. Such teachers possess the knowledge, skills and attitudes required to work with these learners. The researcher sought to establish whether the available teachers were trained in special needs education. Study findings shown in Table 4.8 indicated that majority had no training in special needs.

Table 4.8: Teachers trained in SNE

SNE Training	Frequency	Percentage
Untrained	41	87.2
Trained	6	12.8
Total	**47**	**100**

It is evident from Table 4.8 that 41 (87.2%) of the teachers had no formal training in SNE while only 7(12.8%) were trained. Teacher training and qualification are key components in the teaching/learning process. This concurs with Abdi (2008) who observed in his study that majority of the teachers working with special needs learners were incentive employees who had no qualifications. This served to compromise the quality of education for learners with other disabilities.

The study sought to find out the quality of education for learners with special needs compared with that of other learners in the camp-based schools.Study findings are presented in Figure 4.15.

Figure 4.15: Quality of education for learners with special needs.
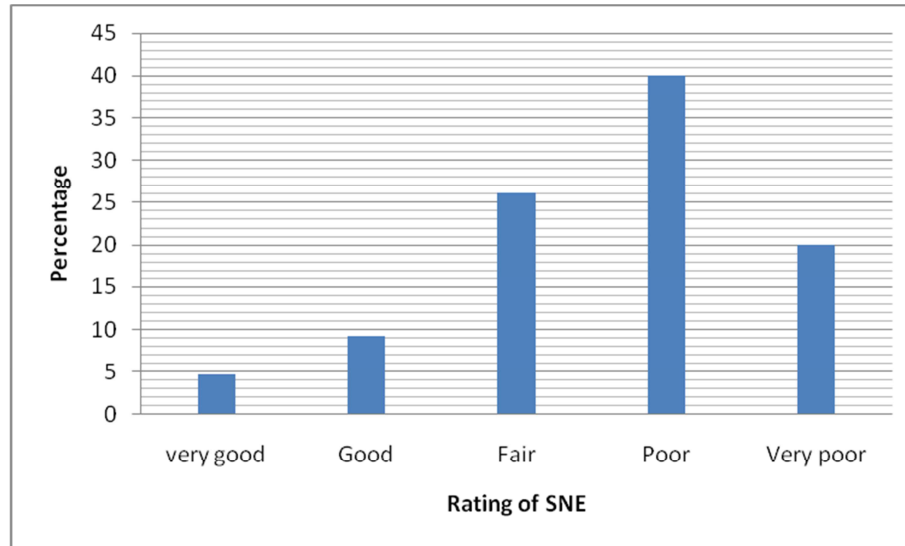
Figure 4.15 indicates that 19 (40%) of the respondents considered the education for learners with other disabilities to be poorer than education for other learners while 9 (20%) considered it to be very poor.Twelve (25%) of the respondents considered it to be fair and only 4 (9%) and 2 (4%) rated it as good and very good respectively. The poor rating of the education programme for learners with other disabilities compared with the regular programme was attributed to untrained teachers, lack of specialized equipment, non adaptation of the school environment and the fact that children with disabilities found it hard to attend school due to lack of mobility equipment such as white canes, wheel chairs or hearing aids.From the study findings, it can be concluded that children with disabilities had little chance to compete with non-disabled children at school.

4.5 Gender Issues in Education

According to the Millennium Development Goals (2005), women and girls have had a historical disadvantage compared to men. The study sought to explore the gender disparities in enrollment within the camps. This section presents data based on the fourth research question.

Research question 4: What is the gender disparity in enrollment in the camp schools?

Study findings are presented in Figure 4.16.

Figure 4.16: Enrollment by Gender
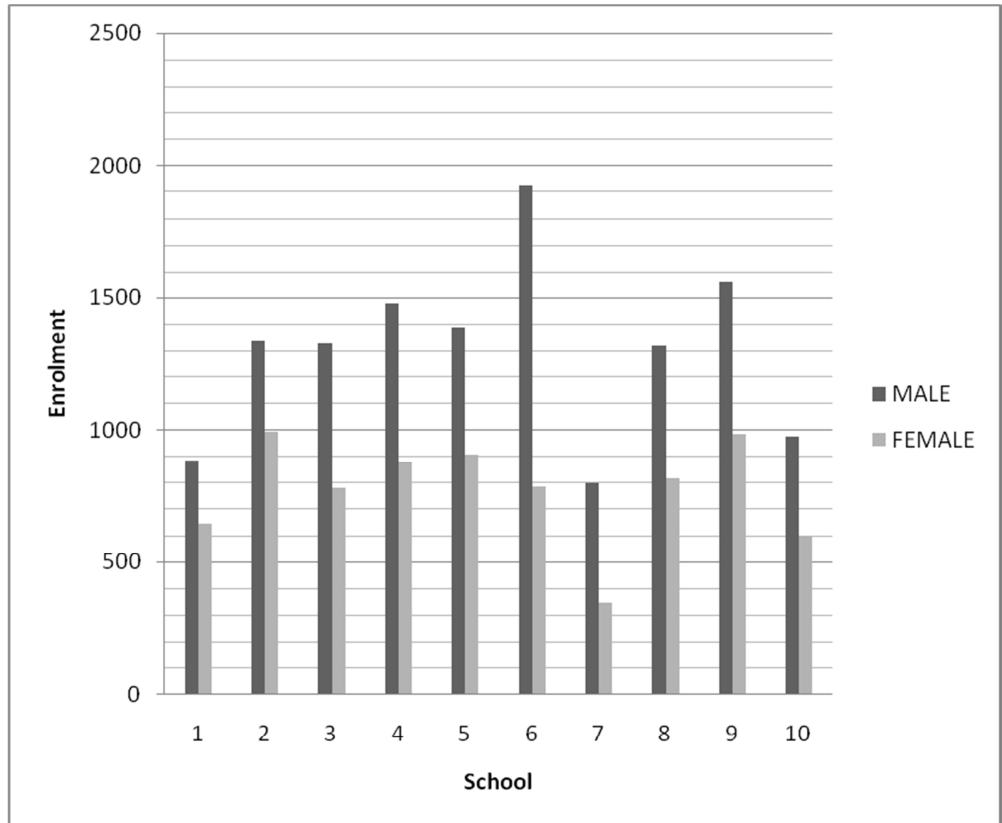
The trend of enrollment in Figure 4.16 shows that the enrollment for boys was higher than that of girls in all the schools. Study findings indicate that in all the three camps there were glaring gender disparities in enrollment with boys being more than the girls. This concurs with the findings of a study done by Nyaga (2010) on gender and participation in education which established that there are notable inequalities in participation in education with females experiencing higher dropout rates compared to males. Abdi (2008) also agrees that there was gender imbalance relating to educational achievement and attributed this to the traditional Somali preference for males over females.Dropout rates for girls were higher than those of boys.The study findings established that this trend was triggered by the high demand for child labour especially from the girl child. Due to high poverty levels in the camps, child labour was indispensable to the survival of many households.

Socio-cultural practices and beliefs like Female Genital Mutilation and early marriages played a significant role in withdrawing girls from school. The Maasai Girls Education Fund (2007) observed that early marriage is rampant among the Somali community, culture and tradition. Circumcised girls found it difficult to continue with schooling and they considered schools as institutions for children. Parental perceptions concerning the irrelevances of girls' education were rampant. School constraints affect the survival of girls in school and act to perpetuate the gender gap. The learning environment, teacher attitudes, physical facilities and the classroom culture affects female persistence in schools.

Sanitation facilities are particularly important for girls. Girls may drop out of school due to inadequate sanitation facilities. The study sought to find out whether the sanitation facilities were available for girls. Table 4.9 shows the study findings.

Table 4.9: Number of girls' and boys' latrinesper school.

School	BOYS	Latrines	B/LATN	GIRLS	Latrines	G/LATN
A	1805	11	164	1131	11	103
B	1796	18	100	1116	10	112
C	1339	16	84	853	8	107
D	2567	10	257	1469	16	92
E	992	17	58	757	9	84
F	1981	15	132	1508	11	137
G	2361	26	91	1358	24	57
H	906	16	57	622	8	78
I	1088	16	68	564	8	71
J	1605	18	89	1002	8	125
Total	16440	113		10380	113	
Average		**145:1**			**92:1**	

Study findings in Table 4.9 show that the number of latrines per school ranged from 8-24 for girls in the various schools. The number of girls per school ranged from 564-1508.The ratio of girls per toilet ranged from 1:57 to 1:137. Results in Table 4.9 shows that none of the schools in the camps had fulfilled the guidelines by the Ministry of Education. According to the Ministry of Education (2003) guidelines, sanitation facilities in schools should be in the ratio of 1:25 for girls. All the schools had over 50 girls sharing a toilet. This

has serious implications for girls because gender sensitive and culturally appropriate school facilities have a great impact on school retention for girls.

According to Mlama (2001) sanitation facilities play a key role in ensuring that girls remain in school after adolescence. They maintain that it is rather embarrassing for adolescent girls especially if they lack provisions to dispose used sanitary towels and this may cause them to drop out of school. In this respect, the study therefore established that lack of adequate and safe sanitation facilities may be a factor in causing girls to drop out of school in the camps.

The Ministry of Education (2008) safety guidelines for schools maintain that safety should be maintained and more also for children in the lower classes in view of their delicate age and for learners with special needs. The study sought to establish enrollment by gender among learners with special needs. Study findings are shown in Table 4.10.

Table 4.10: Enrollment by gender for learners with special needs

Year	2006		2007		2008		2009		2010	
Gender	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ifo	49	28	73	32	106	45	106	49	113	62
Dagahaley	105	62	106	65	117	83	84	51	89	56

Study findings in Table 4.10 indicate that special needs education programme was only operational in only two camps of Ifo and Dagahaley. The lack of an

operational special needs education programe in Hagadera could be attributed to the stigmatization and marginalization that children experienced in school due to their belonging to a majorityity group of the Somali Bantu.Since other regular children had to be enrolled in private schools, the situation could have been worse for children with special needs causing the parents to prefer keeping them at home.

Enrollment Trend in Ifo

The trend of enrolment in Table 4.10 shows that boys were more than girls among the learners with special needs in Ifo. Study findings indicate glaring gender disparities inenrollment throughout the years. In 2006 the disparity was 21 (57%) while in 2007 the gender disparity was 41(43%).In 2008 the disparity in enrollment between boys and girls stood at 61(42%) and in 2009, it was57(46%).Study findings indicate that there were more boys enrolled for the special education programme than girls in the four years.

Enrollment in Dagahaley

Table 4.10 shows the trend in enrollment in Dagahaley camp. In 2006 the gender disparities in enrollment between boys and girls was 43 (25.7%) while the gender disparity in 2007 was 41 (24%). The year 2008 recorded a gender disparity of 44 (22%) and in 2009 the gender disparity stood at 33(24.4%).Study findings reveal glaring gender disparities in enrollment among children with special needs. The gender disparities were attributed to

the negative societal attitudes towards disability and security concerns for the girls with disabilities which necessitated their withdrawal from school.

In the midst of these findings, however, it is important to note that benefits of female education are substantial as discovered by the Taskforce on Education and Gender Equality (2005) that the rates of return to the educational investment on women exceeds that of men,particularly in developing countries. Female education improves children health, reduces the number of unwanted births and causes women to want smaller families (Belfied,2007).The potential for more productive labour, better health and slower population growth all argue for more investment in female education.

4.6 Physical Facilities and Teaching/Learning Resources

The Ministry of Education (2008) safety guidelines to schools maintains that classrooms, playgrounds, toilet facilities and appropriate desks and other furniture need to be available and safe for use by the pupils. It reveals further that insecurity for children can emanate from inappropriate school facilities and infrastructure such as poorly constructed classrooms and playgrounds, insufficient and broken down toilet facilities, inadequate and inappropriate desks and other furniture. The classroom is the most important place in any education process. It is in the classroom where teachers and learners interact as they carry out various tasks and activities intended to enhance teaching and learning.

The study sought to find out the number of classrooms in the sampled schools and the number of pupils per class. Study findings are shown in Table 4.11.

Table 4.11: Number of classrooms availablen the schools and the pupils per class

School	Pupils	Classrooms	Pupils per Class
A	2936	26	113
B	2912	35	83
C	2192	33	66
D	4036	35	115
E	1749	18	97
F	3489	34	103
G	3719	23	162
H	1528	16	96
I	1652	19	87
J	2607	27	97
Total	**26820**	**266**	
Average		**101:1**	

Table 4.11 shows the number of classrooms in the schools and the pupils per class in the camp schools. It is clear from the study findings that the number of classrooms in the schools ranged from 16-35 while the number of pupils per class ranged from 66-162.The average number of pupils per class was 101:1.The study established that the class sizes were very large and exceeded the Ministry of Education recommendations of 1:40 (MoEST 2003).The study findings revealed that the schools in the refugee camps required extra classrooms. These findings concur with study findings by Ohwise (2008) who found out that some schools do not have adequate classrooms and other essential facilities.

Play is important in a child's life for learning, development and health and is vital in a child's everyday life. Play deprivation may lead to sicknesses such as rickets, cardiovascular illnesses or even depression and it is therefore necessary to have play incorporated into education. The researcher intended to find out whether play was incorporated in learning in the camp schools. To achieve this, the study sought information from the pupils on the availability of playgrounds in the schools. Findings are shown in Figure 4.17.

Figure 4.17: Availability of playgrounds
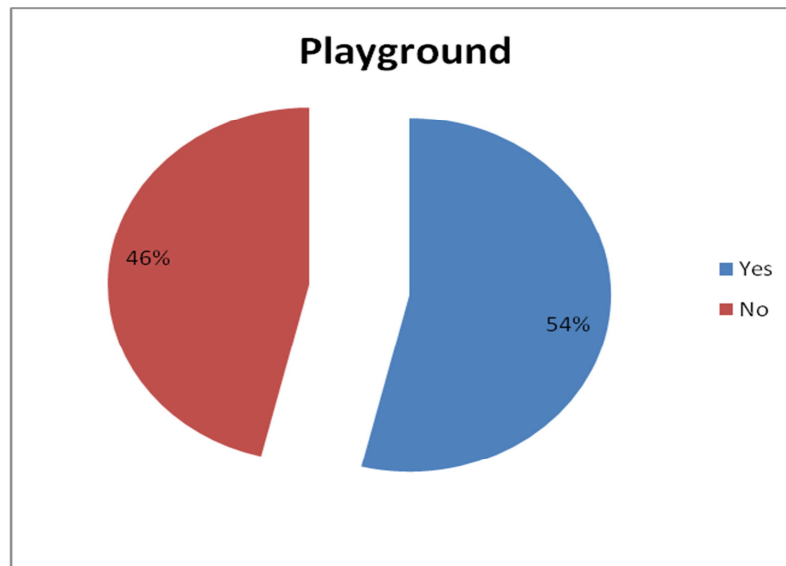
Figure 4.17 shows the findings on the availability of playgrounds. Majority of the respondents 70 (54%) indicated that playgrounds were available while almost an equal number 60 (46%) indicated that playgrounds were not available in the schools. This shows that whereas a good number of schools enjoyed the availability of playgrounds there were many other schools that did not have playgrounds. Further investigations revealed that the provision of

playgrounds was highly gendered in that boys had volleyball and football pitches in most schools while girls had none. Play areas are important as they provide opportunities for physical exercises. Study findings concur with Saltavelli and Kenneth (2000) who agree that play areas provide opportunities for physical exercise which promote non-violence in schools by elaborating the rules of the game.

Another very important facility in the school is sanitary facilities.Lack of latrines would prove hazardous to the school environment and has been cited as a cause for girls dropping out of school. The study sought information on the availability of latrines in the schools. Study findings are shown in Table 4.12.

Table 4.12: Availability of latrines

School	Pupils	Latrines	Pupil Latrine Ratio
A	2936	22	133
B	2912	28	104
C	2192	24	91
D	4036	26	155
E	1749	26	67
F	3489	26	134
G	3719	50	74
H	1528	24	64
I	1652	24	69
J	2607	26	100
Total	**26820**	**276**	
Average number of pupils: latrine		**97:1**	

Findings in Table 4.12 show that the number of latrines available in the schools range between 16-51 while the pupil-latrine ratio ranges between 1:62 to 1:155.The study findings reveal that the pupil-latrine ratio was very high

compared to the recommended ratio by the Ministry of Education of 1:30 for boys and 1:25 for girls MOEST (2003).The study therefore established that there were insufficient sanitary facilities in the camp schools. According to Mlama (2001) lack of sanitary facilities was a major factor that contributed to girls dropping out of school especially at adolescence. Girls require safe and clean latrines to dispose their sanitary wear during menstruation.

The chalkboard is the traditional visual aid. It is a very important part of classroom teaching and the most widely used teaching resource because of its availability. The study sought to find out whether chalkboards were available and the condition they were in. Study findings are shown in Figure 4.18

Figure 4.18: Condition of the Chalkboards.
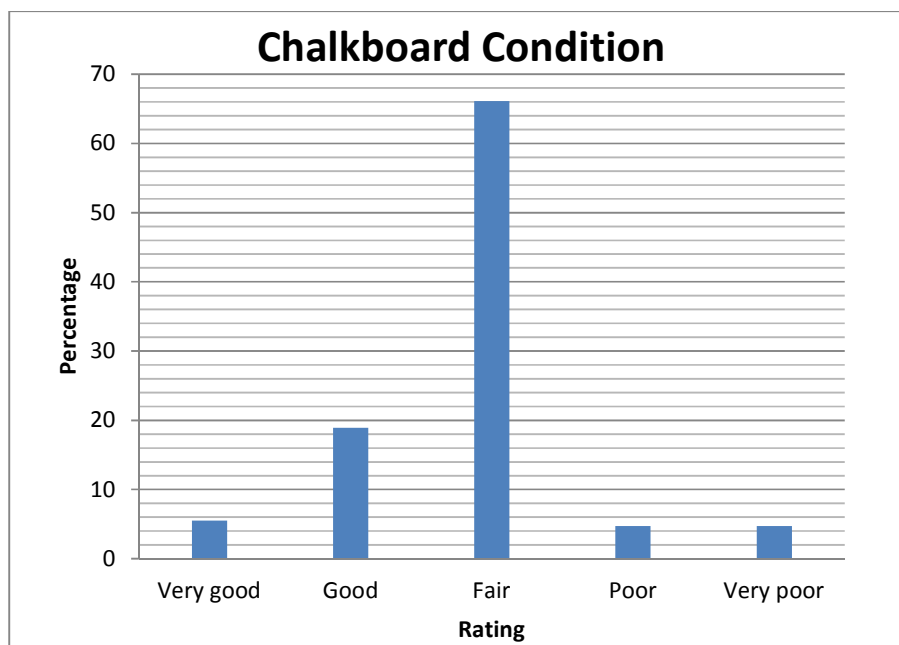
Study findings in figure 4.18 indicate that chalkboards were available in the camp schools. However majority of the respondents 86 (66%) indicated that the chalkboard condition was fair while 7 (6%) and another 7(6%) indicated that the condition of the chalkboard was poor and very poor respectively. Twenty three (18%) of the respondents said that the condition of the chalkboards was good and only 8(7%) indicated that the condition of the chalkboards was very good. It can be concluded from the study findings that though the chalkboards were available in the classrooms in the refugee camps, they were not properly maintained. The chalkboards were worn out and dilapidated. The study findings concur with Thungu et al (2008) who posits that chalkboards are a useful resource in classroom instruction and they must be maintained to ensure durability.

Text books are important teaching/learning resources in the learning process. They have a significant influence in the teaching and learning activities. The study sought information from the head teachers regarding the availability of textbooks in the schools. Study findings are shown in Table 4.13.

Table 4.13: Availability of textbooks per school and the ratio.

School	Pupils	ENG Text books	Ratio	MATH Text books	Ratio	KSWA Text books	Ratio	SOCIAL Text books	Ratio	SCIENCE Text books	Ratio
A	2936	462	6	358	8	332	9	397	7	391	8
B	2912	530	5	558	5	468	6	452	6	579	5
C	2192	397	6	618	4	492	4	535	4	549	4
D	4036	162	25	269	15	249	16	167	24	333	12
E	1749	365	5	301	6	224	8	236	7	202	9
F	3489	416	8	554	6	566	6	575	6	720	5
G	3719	131	28	92	40	140	27	74	50	86	43
H	1528	142	11	189	8	118	13	288	5	184	8
I	1652	236	7	212	8	190	9	158	10	198	8
J	2607	40	65	76	34	78	33	303	9	84	31

Table 4.13 shows that the student-textbook ratio in various schools ranged from 1:4 to 1:65 in various subjects. According to the ministry of education, the recommended pupil: textbook ratio is 1:3.Study findings show that textbooks are inadequate in the schools in the camps. Inadequate textbooks hinder students from effective participation in the learning process. Study findings concur with Seirfert (2009) who noted that textbooks and quality of teachers influence student achievement in education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, draws conclusions of the study and puts forward recommendations to various stakeholders in the education for refugee children and suggests areas for further study.

5.1 Summary of the Findings

The purpose of the study was to examine access to basic education for child refugees in Ifo, Hagadera and Dagahaley refugee camps in Dadaab.The findings of the study are summarized based on the demographic data and the research questions that guided the study.

5.1.1 Summary of Findings on Demographic Variables

The summary of the study findings on demographic variables revealed the following:

i.   The study established that all the primary schools were predominantly headed by men.

ii. The study findings further showed that majority of the teachers (82%) were male while only (17%) were female in the camp based schools.

iii. The findings revealed that majority of the head teachers .

iv. The study established that majority of the teachers in the refugee camps (63.7%) were untrained while (33.9%) had primary level training and only (0.8%) teacher had training up to diploma level.

v.   The study established that 74% of the teachers had worked for less than five years and only 2% had worked for more than ten years.

vi.   Majority of the head teachers had less than five years working experience. The study established that teachers who had a working experience of over ten years were not appointed as head teachers.

vii.   The study findings established that majority of the schools (80%) were registered by the Ministry of Education while only (20%) were not registered with the Ministry of Education.

5.1.2 Challenges Affecting Participation of Refugee Children in Accessing Education.

Research question 1: What are the challenges encountered by refugee children in their endeavour to access education?

Study findings in Figure 4.4 showed that majority of the teachers cited lack of resources as a major challenge that the pupils had to cope with in schools. This was possibly because lack of resources frustrated children in the actual classroom learning. The study established that pupils lacked parental support as a challenge that the pupils had to cope with in the refugee camps. This was attributed to the high illiteracy levels of parents causing them to attach no value to the education of their children. Some of the parents reported that they preferred taking their children to religious classes and not to school.

The study found that household chores posed a major challenge with the parents acknowledging that there were children who never attended school in order to assist with family chores. This mostly affected the girl-child because girls were heavily

relied upon to perform domestic chores and this denied them a chance to do homework or even attend school.

The study established that poverty was a real problem and this was occasioned by the fact that some of the refugees were very poor having fled with almost nothing from their country of origin.They relied on food rations in the camps and their children could not attend school because they engaged in child labour to supplement family subsistence.

Study findings indicated that family sizes were large with many of them having over seven children. This was mostly caused by the illiteracy levels of the parents.Study findings in Figure 4.6 showed that majority of the pupils indicated lack of parental support as a major hindrance to accessing education and this contributed to high levels of school dropouts.

In contrast with the teachers, pupils indicated that corporal punishment was a challenge they had to cope with in schools. According to them, teachers still used corporal punishment as a method of correcting errant behavior which the pupils disliked.The study further established that household chores deterred pupils from active participation in education. Pupils reported that girl's labour was more preferred to boy's labour and the girls could not attend school especially after their mothers had delivered. Some of the pupils cited cultural practices as a challenge possibly because they had embraced it as a way of life. At times the girls opted for early marriage as a security measure against sexual harassment and a way of escape from poverty.

On security issues study findings in Figure 4.7 revealed that the environment was safe or fairly safe. This was possibly because majority of the refugee children had witnessed war and killings in their countries of origin before fleeing their home country and for them the refugee camp was a safe haven.

On the other hand however, Study findings in Figure 4.8 showed that majority of the teachers rated security as poor. The rating of security as poor may have contributed to the high rate of teacher turnover with majority of them having worked for less than five years in the schools in the refugee camps.

5.1.3   Enrolment and Dropout

Research question 2: What has been the student enrollment trend and dropout rates in the primary schools in the camps from 2006-2010?

Study findings in Table 4.5 indicate that Dagahaley registered a steady increase in enrollment throughout the five years. The increased enrollment was attributed to the fact that Dagahaley was more populated compared to other camps and that majority of the refugees who settled in Dagahaley were from urban centers in Somalia before war broke out.

The study established that enrollment in Hagadera went up in 2007 but declined in 2008.The year 2009 and 2010 recorded a further decline.Study findings revealed that Ifo camp registered an increase in enrollment in 2007 and another small increase in 2008 followed by a decline in 2009 before recording a sharp increase in enrollment of in 2010.

Study findings in Table 4.6 established that due to large numbers in enrollment class sizes were equally large. The study revealed that teachers were available as reported by the respondents but due to poor pupil: teacher interactions there were high dropout rates especially in the lower primary where class sizes were very large. The study found out that dropout rates were high in the camp schools. The study findings further revealed that there were higher dropout rates in the lower primary possibly due to the high numbers in enrollment.

5.1.4   Children with Other Disabilities

Research question 3: What is the current status of education for children with other disabilities?

On enrollment of learners with other disabilities the study findings in Figure 4.11 indicated an upward trend in the enrollment of learners with other disabilities. Althoughthe trend was upward, study findings in Figure 4.12 showed that majority of respondents indicated that parents of children with disabilities restricted them from attending school.

The study found out that specialized equipment for learners with special needs were not available as indicated by majority of respondents. Regarding the adaptation of the environment to accommodate learners with special needs, study findings in Figure 4.14 established that the environment was not adapted to accommodate learners with special needs.

The study further established that though teachers were available as reported by respondents, majority of them were not trained as indicated in Table 4.8.Consequently, the study found out that the education for learners with other disabilities in the refugee camps was rated to be of a poorer quality compared to the general education of other learners. This was occasioned by the fact that there were insufficient specialized equipment, the learning environment was not adapted to suit the needs of learners with disabilities and that teachers had no training in special needs education.

5.1.5   Gender Issues in the Camp Schools

Research question 4: What is the gender disparity in enrollment in the primary schools in the camps?

On gender issues in enrollment in the camp schools, study findings in Figure 4.16 established that there were glaring gender disparities in enrollment with boys' enrollment being higher than that of girls throughout the years. This trend was found to apply in all the three camps and this was attributed to the traditional Somali preference for males over females. The study established from the teachers that the high levels of girls' dropout from schools was occasioned by cultural practices of female circumcision and early marriages together with the high demand for girl-child labour.The study found out that there were not enough sanitation facilities for girls. Study findings in Table 4.9 showed that the ratio of girls:latrines ranged between 1:57 to 1:137 in some schools which was way beyond the Ministry of Education recommendation of 1:25 for girls. Lack of adequate sanitation for girls was one of the factors that kept girls out of school.

Study findings on enrollment by gender for children with other disabilities found out that there were glaring gender disparities in theirenrollment in the camp schools as indicated in Table 4.10.Enrollment trends in Ifo camp showed that in 2006 the gender disparity between boys and girls was high throughout the five year period.The study found out that there were more boys enrolled in the special education programme than girls. Enrollment in Dagahaley similarly showed that there were more boys than girls enrolled in the special needs education programme. The glaring gender disparity in enrollment among learners with other disabilities was attributed to the fear of sexual harassment among girls with special needs where parents preferred to keep the girl child with disabilities at home. The study found out that there was no functional special needs education programme in Hagadera and this was attributed to the high levels of marginalization among the Somali Bantu of Hagadera.

5.1.6 Availability and adequacy of physical facilities and teaching/learning resources

Research question 5: What is the current status of the physical facilities and learning resources in the schools?

On physical facilities the study findings in Table 4.11 show that all the schools in the refugee camps did not have adequate classrooms. The findings revealed that the number of pupils per class ranged from 66-162 while the average number of pupils per class in the schools was 101:1.The study found out that the class sizes were large and exceeded the Ministry of Education recommendation of 1:40.

On the availability of playgrounds in the schools, the study established that though majority of the respondents indicated that they were available, the provision of

playgrounds was highly gendered with volleyball and football pitches for boys while girls had none.

Study findings on the availability of latrines in the schools revealed that latrines were inadequate in all the schools with a pupil: latrine ratio of 97:1 as indicated in Table 4.12.

On the availability and adequacy of textbooks, the study findings revealed that there were inadequate textbooks in all the camp schools with a student: textbook ratio ranging between 1:5 to 1:65. None of the schools in the camps met the Ministry of Education recommendation of pupil:textbook ratio of 1:3.

5.2   Implications of the study findings

The implications of these findings indicate that in order to address the plight of refugees in the Dadaab camps, basic literacy is a foundation upon which immediate and long-term development can be made.Such basic education will play a key role in reconciliation, preventing future conflicts and building lasting peace and stability in their countries (UNESCO, 2000).To achieve this non-governmental organizations supporting education initiative in the Daadab refugee campscan focus on the areas discussed in this study. The single most important way that the donor community can assist the refugee community is by increasing educational opportunities for them. Humanitarian assistance alone cannot meet the needs of the refugees in the Daadab camps. This can be done by ensuring that all children of school-age have access to education in the Daadaab camps.

Education for refugees is in line with the Education for All goals that by 2015 all children irrespective of their ethnic minority should have access to basic education. With the high population of refugees in the camps, education is agreat way of benefitting many children at once. Refugee children have a right to education regardless of their circumstances.

The findings of this study imply that there is need for educators to respond to the challenges that hinder access to education in order to increase participation together with addressing the challenges of accommodating learners with other disabilities. There is need to address the high levels of dropout that hinder retention of children in school and also increasing the retention of the teaching staff, increased textbooks and other teaching/learning materials together with physical facilities. This, on the other hand, implies that thereis need for a collaboration of all partners and the Ministry of Education through the District Education Officer,Dadaab to address the barriers that stand in the way of education for child refugees so that when they return to their country they will know how to build and participate in nation reconstruction.

5.3 Conclusion

The study concluded that lack of parental support, household chores, lack of resources and high levels of poverty were some of the obstacles that made educational access difficult for child refugees. The gender imbalance among the teaching staff greatly compromised girl's participation in education. Enrollment in schools in the refugee camps was very high leading to overstretching of the physical facilities and overcrowding. Education for children with other disabilities was of a poorer quality compared to the general education due to lack of specialized equipment and lack of trained teachers and there were insufficient physical facilities in all the camp schools.

The effort by the UNHCR and other implimenting partners in the education programme are commendable but a lot of improvement need to be done to ensure that no child is locked out of the education programme.

5.4 Recommendations

From the findings and conclusions the following recommendations were made:

- Since most schools in the refugee camps 93% are registered with the Ministry of Education, the directorate of quality assurance and standards within the Ministry of Education should be empowered in order to carry out advisory in the camp schools. Through their guidance the schools would be able to maintain the expected standards for effective learning.

- The implimenting partners in the education programme in the camp schools should come up with incentives to motivate learners inorder to maintain them in school after enrollment.

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- The Government of Kenya through the Ministry of Education should collaborate with the implimenting partners to ensure adequate provision of teaching/learning resources in the schools.

- The Government of Kenya through the Ministry of Education should collaborate with the implimenting partners to provide specialized equipment for learners with other disabilities in the camp schools.

- The implimenting partners should come up with strategies of reducing gender disparities in education by encouraging girls to remain in school.

- The school admnistrators in collaboration with the implimenting partners and the community should organise ways of ensuring adequate provision of physical facilities in the schools.

5.5 Suggestions for Further Research

The study suggests the following areas for further research:

- A study should be conducted on the strategies being employed by the implimenting partners to address issues in the education of child refugees .

- A study should be carried out on the impact of low female participation in education in the refugee camps.

- A study should be carried out on psycho-social implications of disability on disabled refugees.

- A study should be carried out on the contributions of private schools to education in the Dadaab refugee camps.

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APPENDICES

APPENDIX A

DOCUMENT ANALYSIS FORM FOR HEADTEACHERS

The purpose of this school data sheet is to seek information about the school. Information sought includes enrolment trends, staffing teaching /learning resources /physical facilities in the school. The information given in this data sheet will be treated with at most confidentiality and will be used only for the purpose of research. Please fill in this data appropriately, truthfully and honestly.

1. Name of school _____

2. Year started _____

3. Is the school registered with the ministry of education?

   Yes   ☐   No   ☐

4. Gender of the head teacher.

   Male   ☐   Female   ☐

5. Head teacher's level of education _____

6. Level of training _____

7. Number of years in the teaching profession _____

8. Number of years as head teacher _____

The table below seeks information on enrolment by gender for the last 5yrs. Fill in

appropriately

Year	Enrolment		
	Boys	**Girls**	**Total**
2010			
2009			
2008			
2007			
2006			

9. What was the average attendance for the year 2010

_____%

The table below seeks information on the repetition and dropout rates for 2010. Fill in appropriately

	Std	1	2	3	4	5	6	7	8
No. of children repeated									
No of children who dropped out									

12. The table below seeks information on teacher adequacy

(a) Current staffing level

Gender	Male	Female	Total
No. of teachers			

(b) Staff needed, available and lacking

Number needed	Number available	Number lacking	Total

Levels of training

Level of qualification	Total
No. of teachers	
Untrained	
P2	
P1	
Diploma	
Bachelors degree	
Postgraduate	

13. What is the number of classrooms in the school?

Class	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
No. of classrooms									

14. How many classes take place under trees?

Class	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
Number									

15.   Indicate the numbers of teaching / learning resources in particular textbooks

in the subjects shown per class in the year 2010

Subject	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
English									
Maths									
Kiswahili									
Social studies									
Science									

(b).What was the number of pupils per class in the year 2010?

No. of pupils per class	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total

16. Does the school have enough latrines?

Yes   ☐

No   ☐

(b).The table below seeks information on number of latrines for the pupils and staff by gender. Fill in appropriately.

(i). Pupil latrines

	Boys	Girls
No. of pupils.		
No. of latrines.		

(ii). Staff latrines

	Male	Female
No. of teachers.		
No. of latrines.		

17. Does the school have a play ground?

Yes ☐   No ☐

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to seek information regarding the challenges faced by refugee children in the school. The questionnaire is in two sections. Section A seeks background information while section B seeks information on staffing levels, teaching learning resources and teacher contributions among others. The information given in this questionnaire will be treated with utmost confidentiality and will be used only for the purpose of research. Please fill in the questionnaire appropriately, truthfully and honestly. Your name is not required.

Section A – Background information

1.   Sex   Male   ☐

                   Female   ☐

2.   How many years have you taught? _____

3.   What is the level of your qualification?

     Untrained   ☐

     P1   ☐

     Diploma   ☐

     Bachelor's degree ☐

     Post graduate   ☐

4. In which order would you place your choice of teaching as a career.

     (a) First choice   ☐

     (b) Second choice   ☐

     (c) Third choice   ☐

     (d) Not chosen.   ☐

Section B: Fill in appropriately.

5. How would you describe the teacher: pupil ratio in the school?

Very good ☐ Fair ☐ ad V☐ bad ☐   ☐

6.   How would you rate the adequacy of textbooks for the learners?

Enough ☐

Fairly enough ☐

Not sure ☐

Inadequate ☐

Unavailable ☐

7. (a) Do you have chalkboards in the classes?_____

(b). In what conditions are the chalkboards?

Very good G☐ air ☐ ad ☐ y bad ☐   ☐

8. What are some of the factors that make it difficult for some children to enroll in school? _____

_____

_____

9(a) what are the major barriers to girl's education in the camp?

_____

_____

(b)How do the teachers address these barriers?

_____

_____

10. (a)What are your views about quality education?

_____

_____

(b) What parameters can be used to measure if education is of good quality?

_____

_____

11. a) Does the school have a playground?

    Yes   ☐   No   ☐

    (b). How would you rate the playgrounds for the learners?

    Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐

12. What support do teachers do receive from the support agencies?

_____

_____

13. How do you compare the teacher's salaries with that of workers employed by other

agencies?

    Very good ☐ Fair Bad ☐ very bad ☐   ☐   ☐

14. What are some of the greatest achievements by teachers and greatest challenges for

teachers?

_____

_____

15. In your view, what can be done to improve the quality of education provided to

refugee children in the camps?

_____

_____

16. In your opinion, what are the major factors that would have caused

(i). Low enrollment rates_____

(ii). High dropout rates_____

(i)   High repetition rates _____

APPENDIX C

QUESTIONNAIREFOR SPECIAL NEEDS EDUCATION TEACHERS.

The purpose of this questionnaire is to seek information on special education programme in the schools for refugee children. The questionnaire consists of two sections A and B. Section. The questionnaire consists of two sections A and B. Section A seeks background information while section B seeks information about enrolment trends, availability of learning resources and key challenges among others. Please fill in the questionnaire appropriately, truthfully and honestly. Your name is not required.

Section A: Background Information

1. Sex

    Male   ☐

    Female   ☐

2. How many years have you been in the teaching profession? -----------------------

3. Indicate your highest level of training

    Untrained   ☐

    Diploma   ☐

    Bachelor's degree ☐

    Post graduate   ☐

4. Do you have any training in special education?

    Yes   ☐

    No.   ☐

SECTION B

5. What are the most common causes of disability in the refugee camps?

☐ Diseases

☐   Poor diet

☐ Curses

6. How would you rate the perceptions of the community towards children with disability?

Negative ☐

Positive ☐

No response ☐

7. Which year did the special education programme begin in the school?

_____

8. What categories of disability does the special education programme admit?

_____

_____

_____

9. Indicate the number of learners in each of the categories above

_____

_____

_____

10. The table below seeks information on the enrolment trends for learners with special needs for the last five years. Fill in appropriately.

Year	Boys	Girls	Total
2010			
2009			
2008			
2007			
2006			

11. Are there parents who restrict their children with disabilities from attending school?

Yes ☐   No ☐

12.. What measures do you as the special education teacher put in place to ensure that these children attend school?

_____

_____

13. Do You Think the School Environment is adapted to accommodate learners with special needs?

                    Yes   ☐

                    No.   ☐

(b). If not, what are your recommendations

_____

_____

Below is a table showing some learning materials needed by learners with special needs. Tick appropriately.

Learning	Availability	
	Yes	**No**
Braillers		
Braille books		
Hearing aids		
Wheel chairs		
Adapted chairs		

14. Is there vocational rehabilitation for learners with special needs?

Yes ☐   No ☐

15. What are some of the key challenges facing the special education programme in your school?

_____

APPENDIX D

QUESTIONNAIRE FOR STANDARD 7 PUPILS

This questionnaire is aimed at finding from the pupils the challenges they face in an endeavor to access education in the camps. Please fill in the questionnaire appropriately. All information will be treated as confidential. Do not write your name on the questionnaire.

Part 1-Personal details

1. Sex

    Boy ☐   Girl ☐

2. Age_____

3. Name of school _____

Part11-Information about challenges faced by the learners

4. What caused your parents to bring you to school?

5. Are there any benefits of education to children, families and the community?

6. Who is more likely to drop out of school?

    BoysGirls ☐   ☐

7. What would you say about the safety of the school environment?

    Very good GoodFairPoorVery poor   ☐   ☐   ☐

8. Do both boys and girls attend evening study in school?

    Yes   ☐   No   ☐

    If no, who attends? _____

9. Does your school have problems with regard to the following resources?

Learning resources	Yes	NO
Textbooks		
Playgrounds		
Classrooms		
Toilets		

APPENDIX E

INTERVIEW SCHEDULE FOR PARENTS

1. Self-introductions

2. Number of children (boys and girls) and their ages.

3. What is your level of education and occupation? What was your occupation before you came to Dadaab?

4. What value do you attach to the education of boys and girls?

5. Do you have any children in school?

6. Are there any children (boys and girls) who were in school but dropped out?

7. What are some of the reasons why they dropped out?

8. Are there any children (boys and girls) who have never been to school?

9. What are some of the reasons why they have never been to school?

10. Which children are most at risk of not receiving school education? Boys or girls?

11. What efforts do parents make to support their children so that they are able to Continue with school?

12. What are some of the problems you face while trying to have your children access education?

13. Is there any difference between a child who has been to school and who has not?

14. Is there any other information you would want to share with me?