

**FACTORS AFFECTING REFUGEE GIRLS' ACCESS TO BASIC PRIMARY
EDUCATION IN THE DADAAB CAMPS OF GARISSA DISTRICT OF KENYA**

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*Factors affecting
refugee girls' access*



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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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DEDICATION

This research project is dedicated to my parents (Father: Sheikh Abdullahi Ibrahim and Mother: Ruqiya Haji Ahmed) who have jointly been a pillar in all my levels of Education and who moulded me into being what I am today.

My supervisor Dr. George Onyango who understood the challenges involved in the project and who supported me in the context of a low-income, low-resource environment. I am grateful to him for his guidance and support.

Finally, I am grateful to my family who always supported and encouraged me in my studies. My dear wife Ebla and children (Abdullahi, Abdulkadir, Abdulkadir, Khalid and Abdulkadir) who patiently looked forward to my success in completing this study.

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My supervisor Dr. George Onyango who has always guided me on the project and who understood the challenges involved in the preparation of the report whilst I was at the same working in emergency humanitarian contexts. I am greatly indebted to him.

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ABSTRACT

The main purpose of the study was to investigate and establish the factors affecting refugee girls' access to primary education in the Dadaab refugee camps of Garissa District in the Northeastern Province of Kenya. This study has significance within the tenets of the Convention on the Rights of the Child due to the fact that primary education is considered as a basic right and a tool for protecting refugee populations. In this study, the descriptive design was used to enable the researcher collect information concerning factors affecting refugee girls' access to primary education. Since most of the data obtained from FGDs, individual in-depth interviews were heavily qualitative, thematic analysis technique was used in data analysis. Results of the analysis are presented as summaries under a number of thematic areas to compare the attitudes and opinions of respondents related to factors affecting refugee girls' access to primary education. Study findings show that, high poverty levels, parental disinterest in schooling, domestic work, early marriages and mature girl withdrawal, refugee pastoral/nomadic background, parental discrimination and ignorance, and family sizes are the main out- of - school factors that directly affect refugee girls' access to primary education. Inadequate school infrastructure resulting in over crowding, cost-sharing in primary education, distance from home to school, lack of adequate girl friendly facilities and in-school discrimination of children with special needs are the main in- school factors with the most profound impact on girls' access to primary school education.

The key recommendations of the study revealed the need for parental proactive participation in education activities, community mobilization / sensitization to send more girls to schools, reducing education costs, recruitment of more female teachers, provision of teachers(primary and special teachers) and training them as required, developing relevant education policy, infrastructural development(classrooms, desks, sanitary facilities), construction of boarding schools for girls, compulsory primary education and promoting parents literacy/numeracy skills.

LIST OF ABBREVIATIONS AND ACRONYMS

BPRM	Bureau of Population and Refugee Migration
CARE	Cooperative Assistance Relief Everywhere
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	Convention of the rights of the Child
DRC	Danish Refugee Council
EFA	Education for All
GER	Gross Enrollment Rate
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MDG	Millennium Development Goal
MOE	Ministry of Education
PSEA	Prevention of Sexual Exploitation and Abuse (PSEA)
RAP	Refugee Assistance Project (RAP)
RH	Reproductive Health
SCF	Save the Children Fund
SNE	Special Needs Education
UNESCO	United Nations, Scientific and Cultural Organization.
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Programme

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

Education can be defined as the process of acquiring and developing desirable knowledge, skills and attitudes (Ondiek, 1986). On the other hand, Frederico Mayor Director General, UNESCO defines education as a means of mastering one's own destiny; it means personal sovereignty. It is the key to genuine participatory democracy which is closely related to development and peace.

Established as a basic human right in one of the earliest United Nations declarations, the right to free and compulsory primary education is enshrined in international law demanding that access to education be on equality and equity. The most important global instruments advocating for the education of children just to mention but a few are, the 1948 Universal Declaration of Human Rights, the 1951 convention relating to the status of Refugees, the 1989 Convention of the Rights of the Child (CRC) and the 1990 World Declaration on Education for All. Access to education is therefore mandatory for both boys and girls thus:-

Primary education should be free at the point of delivery and universal. Secondary education should be accessible and available to all. Tertiary education should be accessible to all on the basis of capacity by every appropriate means (Convention on the Right of the Child, Article 28 cited in UNHCR, 2003:3). This convention on the rights of the child has been ratified by all countries of the World except Somalia and the United States of America.

The provision of education has the potential to reduce poverty as it cuts across all aspects of society. Within the political sphere, communities will have knowledge of their rights and

responsibilities and be able to participate in the democratic process. Within the economic arena, communities will develop skills and entrepreneurship and hence their ability to adapt to a changing economic environment. Within the area of social development, communities will experience a new sense of cohesion around quality of life issues, including health and nutrition. Moreover if Education for All (EFA) in basic primary education —literacy, numeracy and life skills is attained, this success will allow people to interact within their environments so that they are able to make greater contributions to their families and communities, and better decisions about their lives. This has specific implications on the health and well being of girls and women (CARE-Kenya, Education Strategy, 2001:5). Ensuring equal access in education for the girl child has been a major challenge for most countries of the World and yet access to basic education contributes to wider development. Of all the continents of the World, the most disadvantaged in the accessing of education is Africa. By 1990 there were an estimated 130 million boys and girls of school age not attending school (Colclough C and Lewin K. (1993:1).

It was against this background that the entire world have had to have a global stand and targets on education with particular emphasis on the need to promote the education of girls and women on equal footing with their male counter parts. In March 1990, therefore, the World Conference on Education for All (EFA) in Jomtien, Thailand, established a global programme committed to reducing the number of illiterate adults by half by the year 2000. A decade later in April 2000, a follow up was held in Dakar, Senegal and the international community came up with a framework for action to realise the EFA targets. It re-emphasised the Jomtien goals and went on to provide timelines for implementing each of the goals. The Dakar conference set 2005 as the year for reaching gender parity and 2015 as the year for attaining 'Education for All' throughout the World.

All countries have been struggling to ensure improved access for all school age children with a particular focus on girls since globally they are the most disadvantaged as far as the acquisition of basic education is concerned. However, despite these enormous commitments there are still insurmountable challenges in the access of basic primary education especially for the girl child. As at January 2006, the initial target has been missed by 76 out of 128 countries. Approximately 58 million girls around the world are missing out on education” (Save the Children, 2005:11). In terms of regions, the Middle East, North Africa, South Asia and West Africa and Central Africa have failed to meet the gender gap parity as agreed at the Dakar conference of 2000.

Looking at the East African regional situation, there has been significant progress in primary education. In Kenya, the NARC(National Rainbow Coalition) government on ascension to power in December 2002 fulfilled its campaign promise of providing free primary education and therefore in January 2003, President Kibaki declared free primary education. This was also in line with the EFA, MDG targets and the Children’s Act 2002 (Alubisia, undated:26). The introduction of free primary education increased enrollment for primary education from 5.2 million to 7.2 million in 2004 with GER of 99 %, comprising of a GER of 102% for girls and 97% for boys(Joint Review Mission, 2004 cited in Alubisia, undated:33). In Uganda, the introduction of free primary education in 1996 soared enrolment from 2,737,334 to 7, 300,000 by 2004. The net enrolment ratio stood at 88.8% for boys and 88.6% for girls (ESAPR, 2004 cited in Alubisia, 2004:31). On the other hand, the United Republic of Tanzania experienced massive enrolment increase from 4.4 million to 6.4 million having a net enrolment ratio of 91% by 2003 with a GER of 78%.(Ibid).

Even though a concerted effort has been displayed in the region, but still there is a major gap in the education of girls in Kenya. From a global perspective, it seems that the constraining factors in the access of girls to basic primary education are multi faceted .There are issues of poverty, drought, cultural barriers, sexual violence against girls, insecurity for girls and quality programming in education that leads to the problem. It has been expressed in a similar vein, (Colclough and Lewin,1993:3) that there are a range of powerful economic and customary reasons for parents favouring the education of sons over that of daughters in many countries. This helps to explain why two thirds of the children who are not enrolled in primary schools are girls. The situation in refugee contexts and in areas of armed conflict is even worse as far as provisioning of primary education is concerned especially girl child education. A typical example is the Kenyan experience where thousands of refugees from neighbouring countries sought refuge and were hosted by the Kenyan government and the United Nations High Commissioner for Refugees. These refugees are currently in the Dadaab division of Garissa District of the North Eastern Province of Kenya.

The Dadaab Context

Dadaab is one of the divisions of the Garissa District of the Northeastern Province of Kenya, located about 500 Km from Nairobi and 70 km to the Kenya/Somalia border. The area consists of semi-arid desert, sparse vegetation and no surface water. It is a sparsely populated zone predominantly inhabited by Somali speaking peoples of Kenya. The population is estimated to be 20,000 persons. The local community exclusively uses the area as rangeland.

Refugee influx into Kenya

The refugees from Somalia started arriving in Kenya in March 1991 following the overthrow of President Mohammed Siyad Barre and the collapse of the central government. More than 750,000 refugees were crossing (appendix 6 a) into Kenya from Somalia. Hundreds were also fleeing the wars in Sudan, Ethiopia, Eritrea and Uganda. In response to the situation, the United Nations High Commissioner for Refugees (UNHCR) in close collaboration with the Government of Kenya (GoK) initially established emergency transition camps in Kenya at Mandera, Banisa, Walda, and Liboi-all of the North Eastern Province of Kenya. CARE International in Kenya was contracted by UNHCR to manage the refugee situation and this actually saw the birth of the CARE-Kenya, Refugee Assistance Project (RAP). By June 1994, Elwak, Banisa and Liboi camps closed down as a result of voluntary mass repatriation to Ethiopia and Northern Somalia. Also a significant reason for the closure of these camps was woven on security due to the proximity to Somalia. The remaining refugees were then moved to three designated camps on the environs of Dadaab (appendix 6b), 100 kilometers south east of the border town of Liboi. These camps are Ifo, Dagahaley and Hagadera. Ifo was the first refugee camp settlement established in September 1991, followed by Dagahaley in March 1992 and Hagadera in June 1992. All three camps cover a total area of 50 square kilometers and are within an 18-kilometer radius of Dadaab town. The present refugee population stands at 137,000 comprised of mainly Somali (98 %) with small numbers of Sudanese, Ugandans, and Eritreans. The government of Kenya in close collaboration with the United Nations High Commissioner (UNHCR) for Refugees allowed the refugees to be hosted in Kenya.

Donor Funded Refugee Programmes and Projects

In order to address the needs of the refugees, CARE carries out multi-sectoral activities on behalf of UNHCR and WFP on the following areas-:

- ***Food Security and Logistics:*** This unit deals with distribution of food to the refugees every fortnightly, warehousing and stores management. Non-food items such as cooking pots, plates, spoons, drinking mugs, nets, blankets and plastic sheets are also issued depending on identified needs. The food issued comprise of cereals, lentils, pulses, oil and salt. The food basket has an average nutritional value of 2100Kcal.
- ***Water & Environmental Sanitation:*** Supplies Water to the refugee population on daily basis at per capita of 20 litres per person per day. Also promote preventive health and leadership skills of the refugees.
- ***Education:*** Deals with pre-school, primary (including special education), secondary and Adult literacy programmes.
- ***Community and Development Services:*** The sector is the entry point to the refugees and identifies their needs, skills and talent promotion and database management for efficient delivery of services.
- ***Micro-Finance:*** Imparts vocational and business skills to both the refugee and local communities in order to reduce poverty and also dependency syndrome.
- ***Local Area Projects:*** Support for the local community in Dadaab. Specific areas include sanitation, animal health community capacity building, school support services and scrap metal recycling.

Evolution of Refugee Education

Education was a priority for the refugees. Immediately the refugees settled in the camps they themselves set up informal classes in their blocks. The refugees who had a teaching background started offering tuition to children. At the same time private English classes also emerged in the blocks. CARE International in Kenya, Refugee Assistance Project in close consultation with UNHCR and the government of Kenya assisted the refugee community in formalizing the school system in 1993. Initially the issue was on life sustaining and water, food and shelter were the key priorities but as basic livelihood situations improved, the need for a consolidated education programme became vital. In any refugee setting, refugee communities often organize education activities as soon as shelter and food problems have been resolved temporarily. (UNHCR, Geneva, 2003:4). Community mobilization and sensitization on the significance of sending children to school was therefore strengthened. UNHCR, DAN-CHURCH AID and BPRM commenced funding the education sector. The refugee education focused on three significant goals. These are:

- Provide opportunity for basic education for all school age children (5-18 years old)
- Avail secondary and tertiary education to deserving students in order to enhance development of skills, knowledge and expertise necessary for post repatriation
- Avail adult literacy education to young adults.

The education programme comprises of primary (including pre-primary and special education), secondary education and adult literacy education. Other programmes infused into the formal curriculum for quality enrichment includes environmental education (EE), peace education, HIV/ AIDS education, Reproductive Health (RH) and Prevention of Sexual Exploitation and Abuse (PSEA). There are 17 primary schools, 3 secondary schools and 3 Adult literacy

centres. There are 664 teachers and 37,582 learners. Of these learners, 32,295 are pupils attending basic primary education in the 17 primary schools.

Choice of Mixed Curriculum by the Refugees

The refugee education curriculum has been undergoing gradual evolution to keep pace with the needs of the refugee community. During the emergency phase of 1991-1993, the curriculum mainly emphasized on literacy skills. However in 1995, a consultative review involving CARE, UNHCR, education staff, refugee community members and school committees was organized to discuss the need for curriculum review. Two years (1997) later, the curriculum was once again reviewed as the stay of the refugees appeared obvious due to the prevailing insecurity in their countries. The review approved adoption of Kenya's curriculum in line with the UNHCR policy on refugee education which states:

If repatriation is delayed, and there is a likelihood that some refugees may stay for a long period, refugee educationists should review the case of a mixed curriculum that faces both ways (UNHCR, Geneva, 1995:33).

The action was also to ensure that the loss of education in the country of origin should not also be coupled with the loss of education in the host country. Moreover, UNHCR has a collective responsibility to giving utmost priority to refugee schooling (UNHCR, Geneva, 2003:3). Owing to this change, a mixed curriculum is used in std 1-5. This is for the purpose of ensuring that pupils have attachment to their cultural identity bearing in mind a possible repatriation to country of origin. In std 6-8, Kenya's curriculum is fully followed, pupils registered for Kenya Certificate of Primary Education (KCPE) examination with the objective of gaining a recognized certification in Kenya. Special education units are integrated in the mainstream primary education. The Kenyan Curriculum is applied. However, the units for the hearing

impaired use a mixture of Somali and Kenyan sign language. The objective of special education is to help handicapped students function in least restrictive environment. In the secondary wing, Kenya's secondary education curriculum is fully followed and students are registered for the Kenya Certificate of Secondary Education (K.C.S.E) Examinations. The Refugee Adult literacy curriculum was produced with active participation of the refugee community. The aim is to reduce illiteracy in the refugee community, improve parent's participation and involvement in their children's education, and reduce the dependency syndrome existing in the community by being self-reliant. The curriculum is composed of six core subjects of English, Somali, Arabic, Health-Education, Numeracy and Religious Education. There are no special education students in adult and secondary school programs.

Girl Child Education in Dadaab Camps: An Overview

Since the inception of the refugee programme, CARE in liaison with the refugee community has been conducting community mobilization and sensitization programmes aimed at enrolling girls in the camp based primary schools. On monthly basis, school committees in the camps held meetings with the refugee community to discuss the significance of sending girls to school and also collecting data on families that do not enroll their girls in schools. Girls who continuously attended schools were motivated through a series of interventions. These interventions included motivational talks by female role model agency workers, provision of school uniform to the girls, construction of separate toilets, provision of solar lamps for extra private learning for the girls and also routine distribution of sanitary wear for girls who fall within the reproductive age bracket. This support for the girl child is in conformity with the 1948 Universal Declaration of Human Rights which states:-

Every one has the right to Education (Article, 26(1) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Article, 10 which was ratified by more than 163 countries elaborating in details the rights of girls and women. As time progressed education became institutionalized and refugees developed a high sense of ownership of the programme. Education was seen as the single most significant take-away item incase of repatriation and therefore refugees were seen competing against each other in terms of enrolling girls in schools. In 1993, the actual number of pupils in the three camps were 6,753 of which 1,524 were girls (Abdullah, 2000).

As at May 2006, there were 32,295 pupils in primary school education of which 12,716(40%) were girls (CARE-Kenya, RAP, Situational Report, May 2006). On the secondary education front, there are currently 1,756 students of which 286(16%) are girls. An important programme is also Adult literacy programme where young female adults attend for improving their literacy skills. There are 1,292(37%) females out of an enrolled population of 3,530 students.

1.2 Statement of the Problem

The researcher was motivated to conduct this study by a multiplicity of concerns related girlchild education for example; whereas primary education is regarded as basic human right in line with International legal instruments; refugee girls in the three camps had low access to primary education in the primary schools of the Dadaab refugee camps.

Despite enormous effort and structured initiatives employed by UNHCR, World Food Programme(WFP), Bureau of population and Refugee Migration(BPRM), Danish Refugee Council(DRC), Royal Danish Embassy (RDE), CARE International and other stakeholders, access for girls in the 17 camp based refugee primary schools has been unexpectedly low.

1.3 Purpose of the Study

Given the problem stated, the purpose of the study was to investigate and establish the factors affecting refugee girls in accessing basic primary education in the Dadaab refugee camps of the Garissa District in the Northeastern Province of Kenya.

1.4 Objective of the study

This study was guided by the following objectives:-

1. Examining the existing policy on the promotion of refugee girl child education.
2. Examining the factors that hinder refugee girls in accessing basic primary school education.
3. Recommending appropriate intervention measures to improve access in basic primary education amongst the refugee girls.

1.5 Research Questions

The proposal sought to answer the following questions:-

1. What are the in-school factors affecting access of refugee girls' to primary school education?
2. What are the out-of-school factors affecting access of refugee girls' to primary school education?
3. What are the other factors which impact access to primary school education among refugee girls?
4. What alternative interventions can improve access to primary school education by the refugee girl-child?

1.6 Significance of the Study

It is envisaged that this study contributes to an understanding of the factors causing the low access of refugee girls to primary education in refugee contexts and pave the way for an alternative approach to tackling such problems. The study will be of significance because it will shed light on the causal factors on whose basis solutions can be sought to address the problems. The main concerns of the study were:

1. Understanding the underlying factors affecting school age girls in accessing basic primary school education in the refugee schools.
2. Whereas efforts have been exerted by different players in refugee education sub-sector these effort have not resulted in accessing all targeted girls to schools.
3. An acknowledgement of the causal factors helps the refugee education sector develop intervention strategies and address the problem.

1.7 Scope and Delimitation of the study

The proposed study was confined to the refugee girls, refugee teachers, head teachers and refugee school committees. Sample will be drawn from the 17 primary schools of Dadaab refugee camps.

1.8 Assumptions of the Study

The assumptions of the study were:-

1. The respondents' (teachers, head teachers, parents, girls in school, school age girls not in school) cooperation and provision of factual responses
2. All girls in the refugee schools had the same opportunities in terms of access and other support services.

1.9 Definition of Operational Terms

In this research, certain terms employed were context specific whilst others have been used in their conventional contexts. The definitions were applied as explained hereunder:-

Refugee: According to the Geneva Convention, a refugee is a person who fled his/her country because of a well founded fear of persecution

School - going Age: Any child who is between the ages of 5-17 years in the context of the refugee camps and is expected to be in primary school. This interpretation is as a result of the pupils' disrupted education or delayed due to war in country of origin.

Girl Child: A young girl below the age of 18 years.

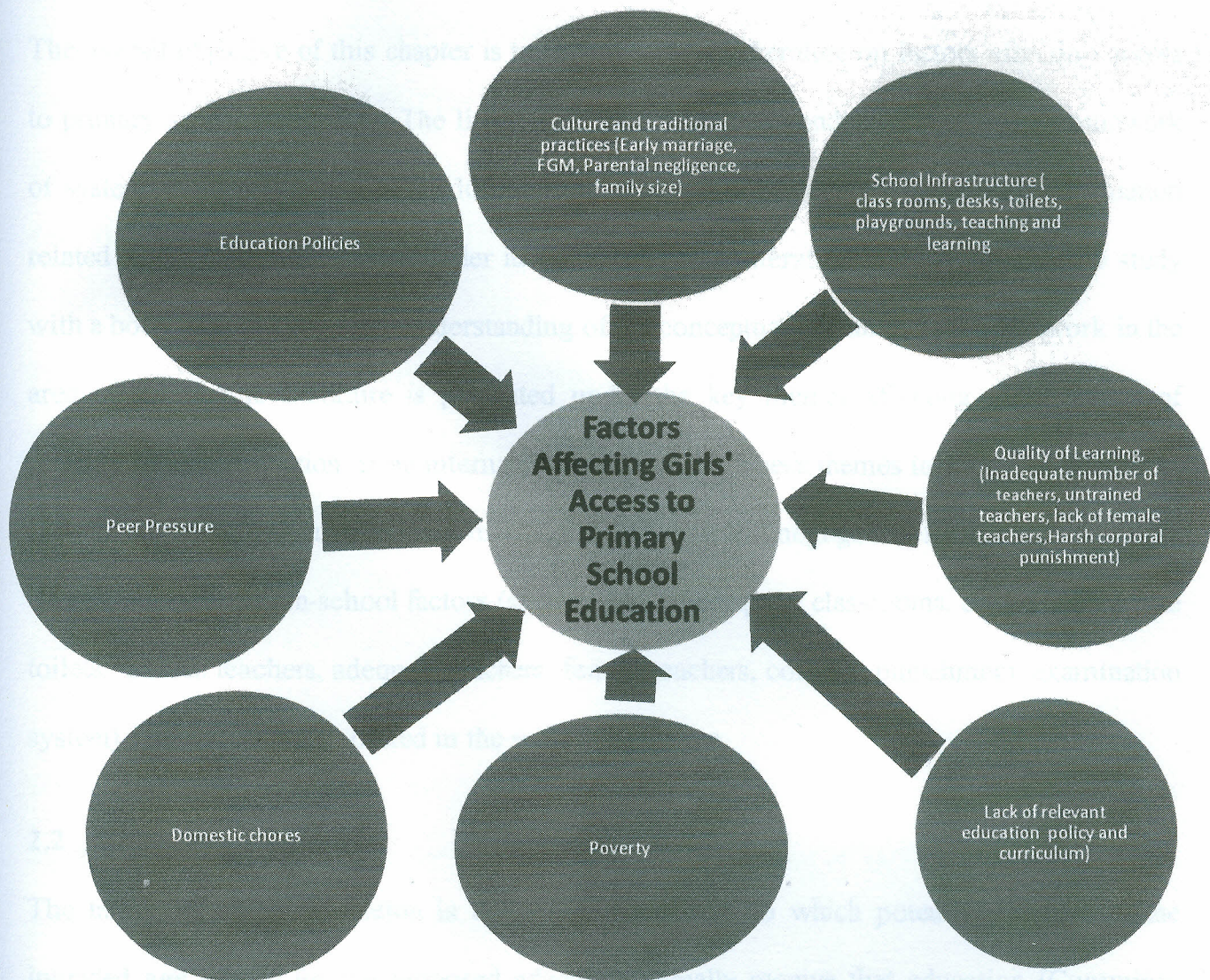
1.10 Conceptual Framework

Education is considered as a basic human right according to International legal instruments. The Islamic religion also emphasizes that seeking education is essential for men and women on equal basis thus :

The acquisition of Ilm (knowledge) is a duty incumbent on every Muslim; male or female (Hadith). Education helps girls assume greater leadership responsibilities, participate in decision making processes, be self reliant and make choice related to family size. If girls are educated they will become women who will participate in the social, economic and political life of their own countries. Moreover; educated women are more likely to be healthy, have smaller families and to have healthy and educated sons and daughters (UNICEF:2004). However; in most countries of the world; girls and women are accorded lower social status and they find themselves under the control and authority of men. In the Somali society; girls are socialized to become home keepers and child bearers; placing less value on their educational attainment. The study's conceptual framework examines the key factors affecting access of girls in basic primary school education in the refugee camps. The figure I below is a structure

of how the researcher conceptualizes the factors affecting access of the girlchild in the refugee primary school education.

***Figure 1. Conceptual Framework showing factors Affecting Girl Child Access in primary school Education.**



CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The overall objective of this chapter is to review relevant literature on factors affecting access to primary school education. The literature review has been conducted within the framework of systematic identification of the location and analysis of documents containing information related to the research problem under investigation. The literature review provides the study with a body of knowledge and understanding of the conceptual and analytical framework in the area of study. The literature is presented under the key themes affecting girls' access of primary school education from international perspective. These themes include out-of-school factors(socio-cultural such as early marriage, FGM, parental negligence, family size, domestic chores, poverty) and in-school factors (such as lack of adequate classrooms, desks, appropriate toilets, trained teachers, adequate teachers, female teachers, corporal punishment, examination system).The details are explored in the subsequent pages.

2.2 Access to Education

The term 'access' in education is defined as the extent to which potential learners in the intended age groups for the proposed education actually receive that education (Cummings 2003.2). In any society there are certain constraints that always impede accessing of primary education which is regarded as a basic need. Research conducted in both the developing and industrialized countries reveal that there are major problems influencing girls' access as compared to their male counter parts. The situation in refugee contexts which this literature survey examines greatly disadvantages girls. A detailed description of the literature explored

broad thematic areas encompassing out-of-school contexts and school contexts in relation to what hinders refugee girls in accessing formal education. In out-of-school contexts themes will include poverty, household chores, distance from school, child labour, early marriage and appropriate clothing whilst within the school context the key themes will include physical facilities such as costs of essential curriculum support resources, security for the girls, teaching and learning materials, provision of teachers, lack of guidance and counseling, school management and policies, and management of information systems. These key themes are as described below:-

2.3 The Search for in-school related factors

2.31 School Infrastructure and the Learning Environment

The availability of physical facilities such as classrooms, desks, toilets, playground and games/sports materials influence the quality of learning as well as pupils' attendance in schools.

Given that many classrooms lack furniture, with children sitting on the floor or on stones, a factor that disadvantages girls due to their mode of dress. Lack of sanitary facilities impacts more on girls than boys (Edda Gachukia:2004).

2.32 In-school Marginalization of Girls

The fact that girls tend to be marginalized has been documented in several studies. Classroom studies in the United States and France has shown that even when girls make up the majority of

students, teachers pay less attention to them than to boys (Adetunde, I.A.2008). This reality has been explained further thus:

The girl-child's emotional preparedness is a function of her personal relaxation and which can be maintained by the attitude of significant persons especially within the school system. Though attitude is a dynamic psychosocial construct that changes over time, it can be reinforcing while at the same time, disruptive. In consequence therefore, the child's ability to achieve and excel academically can be as predictive as the degree to which she is regarded and perceived within the community as well as their personal happiness.

Her happiness and whether others are happy about her presence to compete within any given environment as the school, and concomitantly the attitude of especially the school teacher may be an important index in her emotionality (Osiki J.Ohiorenuan, 2008).

Moreover also violence against girls occur and this negatively influences girls' attendance in schools. Violence against girls is not limited to a specific age group. According to project officers working in the area of education and child protection every girl is at risk of being violated (Action Aid International: 2004).The violence against girls is not restricted to the classroom or the schoolyard. It happens in many school-related places. For example in school context boys tend to 'colonise' areas in schools where they act out more violent play, and girls in the know avoid those places for their own safety.

The impact of the violence is immeasurable and includes loss of self-esteem, depression, anger, risk of suicide, unwanted pregnancy, HIV infection and fear of victimisation. Combinations of these factors cause many girls to drop out of school(Ibid).Given such circumstances and other negative practices by teachers including corporal punishment the girl child stands disadvantaged greatly as compared to the boychild.

2.33 Low Quality of Education

The quality of education in any institution influences parents' confidence thereby increasing the chances of accessing more children to that particular school.

However; if the quality of education is poor; parents opt to engage their daughters in other activities such as household chores and income generating activities for they see schooling as not having immediate investment benefit.

2.34 Lack of Female Role Models

The lack of female role model for girls to emulate has been a challenge and this has been confirmed through research carried out in both the developing and industrialized countries. According to the Ministry of Education of Kenya, the girl child lacks role models. Statistics from the Ministry show that female teachers account for only about 30 per cent of the teaching staff. Most of these are to be found in the urban areas, leaving very few teachers in the rural areas (Mwangi, 2004). The situation of Dadaab refugees is even more worse because teachers are inadequate and female primary teachers constitute only 39 out of 197 primary school teachers reflecting 20 % of the teaching workforce. (CARE-Kenya Refugee Assistance Project (RAP) Monthly Report (Statistics), October 2006).

2.4 The search for out-of school related factors

2.4.1 Poverty and Opportunity Cost

Poverty is rife in the refugee community. They depend on donors such as UNHCR for food, shelter, water and other basic requirements. The support given by donors is not always adequate to meet the daily needs of individual refugees. Under such circumstances the refugee school age girl becomes the unfortunate victim that will miss access to basic primary education as compared to her brother. The routine tasks that await the girl child are enormous. The girl is

expected to assist the mother in such works as cooking, taking care of the young baby, assisting the mother in general household chores and engagement in small scale income generating either in a small temporary structure at their home or at the main refugee market at the camp. Moreover, in the Somali community the boy is given preference as a result of a hardened inequality arising from socially and culturally constructed roles that promotes inequality. This the reason why the boys are not assigned the task of undertaking any activity at the house hold level even though such an activity could be of great assistance to the welfare of all members of the family. This reality has tacitly been explored by UNESCO,1985:8 -:

Girls are disadvantaged in that they are indispensable assets in the household of traditionally large families with their interminable child care responsibilities which conflict with school attendance. It has also been expressed in a similar vein that either parents completely refuse to send their daughters to school or by sending them into the streets to hawk, they prevent them from attending classes (Ibrahim, 2004:9)

From the foregoing it is clear that this unfairness is because households see the girls' labour is critical and consequently attending school is seen as destabilizing the family's survival and therefore the opportunity costs of sending a girl to school is seen by the refugees as greater in comparison to boys resulting in the eventual drop of the girl child from school.

2.4.2 Family attitude and perception

The background environment from which the girl comes from has a direct bearing as to whether the particular girl(s) from the household will access education or not. A significant number of refugees are skeptical about formal education for the girlchild. This is because some of the parents are not educated and do not conceptualize the real value of education. Moreover, there is a common adage within the Somali community that 'a woman is a child with a big

footprint'. This is an outright contravention of the 1962 convention which banned discrimination in education on the basis of sex leading to deprivation of educational access (Article 1(a)).

2.4.3 Early Marriage

Early marriage has been documented as a factor impeding girls' access to education. As a result of the conservative culture of the majority of the refugee communities where families still hold sway of the timing of marriage, the temptation is great on parents to marry off girls at the "prime age" when they still has little control over decisions and when they can be placed for lucrative dowry. Kippra (2006) points out that in other community set ups, a child of between the secondary schooling age is considered ripe for marriage; more so for girls who are 'married off'.

Early or teen age pregnancies are still rampant among communities in most Sub Saharan African (SSA) countries where sex education is still a taboo subject. There are usually no deliberate interventions from either parents or other stakeholders to teach the adolescents on the perils of pre-marital sex. Incidentally, it is the upper primary and secondary education age bracket where teens are most sexually active, early pregnancies resulting from early start of sexual activity among girls is one serious cause of girl under-participation in education. As Zulu et al (2004) cited in Mugisha (2005) observes, children especially slum girls are exposed to a lot of vulnerabilities; they get enticed by different lifestyles around them. One notable example is that they engage in sexual activities at much younger ages than that of their rural and non-slum counterparts.

2.5 DFID/ODA Classification of Factors

A DFID (1997) research paper on factors affecting female participation in education in seven selected countries cites the ODA brief that gives three general level of factor as: 'social', 'economic', 'religious'. In further consultations with ODA an eight factor criteria was generated which include: geographical, sociocultural, health, economic, religious, legal, political/administrative, and educational initiatives. In reality, however, it has to be recognized that there is considerable overlap between these factors and their influence on the problem in question.

2.6 Geographical Factors

Brock and Cammish (1997) note that considerable spatial disparity, and in some cases incompleteness, of institutional provision (even at primary level) relates directly to difficulties of physical access which adversely affect girls more than boys; there is an overall and profound urban/rural dichotomy which favours towns and cities, especially in respect of basic education (and especially single sex) provision for girls; patterns of transportation and migration affect educational provision and take up, again normally disadvantaging females and in some cases extreme physical difficulties, such as flooding and other hazards act in the same way. The influence of this factor can only be overcome by more sophisticated and multivariate spatial analysis of educational needs and the planning and implementation of integrated development projects as a result. Educational planning on its own would be futile.

2.7 Socio-Cultural Factors

There are social- cultural factors that negatively affect girl child access to education. Socio-cultural factors refer to a range of factors working against an individual's ranking or position in

a society (Onwueme and Ugbor (1994). In a similar vein; it has been confirmed through research work that a major deterrent to female take up and follow through of educational opportunities (even when these are available) is a near universal fundamental cultural bias in favour of males (DFID, 1997). The widespread operation of patriarchal systems of social organisation; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. To this list may be added problems of seclusion and security in some areas. Such long standing constraints result in a dearth of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age. The influence of this factor can only be overcome, *inter alia* by a profound change of attitude on the part of influential males, and in some countries of traditionally minded powerful females in key family positions (DFID, 1997).

2.8 Economic Factors

In their analysis Brock and Cammish (1997) indicate that together with the fundamental socio-cultural bias in favour of males, the economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and uniforms/clothing (important for social reasons) as well as the loss of vital help at home and on the land. In most cases the contribution of females is unpaid and they may have little or no experience of the handling of money which further reduces their status.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the techniques and approaches used in conducting the study. In particular, the chapter focuses on the research design, locale of the study, target population, the sample and sampling procedures, data collection procedure, study instruments and data analysis.

3.2 Research Design

This study adopted a descriptive in design. According to Gay (1983), a descriptive research design is an important process of collecting useful data or information that helps the researcher to answer a number of questions set in the study. In this study, the descriptive design was used to enable the researcher collect information concerning factors affecting refugee girls' access to primary education. Qualitative research methods were used to exhaustively and effectively explore the perceptions and opinions of the respondents on the subject under investigation. Qualitative methods are participatory in nature and seek to understand the reality of the situation from the actor's point of view (Kane 1995). In addition, qualitative methods imply an in-depth study that utilizes a variety of data collection techniques, which envisage wholeness of data (Kane 1995). Qualitative methods were therefore applied to collected qualitative data on the perceptions, views and opinion of the target group on issues related refugee girls' access to primary education. Both formal and informal discussions and focus group discussions were also used.

3.3 The Locale of the Study

The study was conducted in 17 primary schools located in Dadaab refugee (see Appendix 6b) camps of the Garissa District of the North-eastern Province of Kenya. Dadaab is 110km from Garissa and 70 kilometres to the Somalia border. Dadaab area was chosen for this study because it hosts one of the largest refugee populations in the World. The refugee camps and its environs also host the targeted schools, pupils, teachers, head teachers and parents.

3.4 Target Population

The target population was out-of-school children, in-school-school children (Std 6, 7 and 8), teachers, PTA/school committee and head teachers of the 17 refugee primary schools. The distribution of the targeted population was as tabulated in tables 3.1 below.

Table 3.1: Target population

CAMP	PRIMARY SCHOOLS	OUT OF SCHOOL GIRLS	IN SCHOOL GIRLS (STD 6-8)	TEACHERS	HEAD TEACHERS	PTA/SCHOOL COMMITTEE
	Total	Targeted	Total	Total	Total	Total
Dagahley	5	2 FGDs	596	211	5	5
Ifo	6	2 FGDs	559	212	6	6
Hagadera	6	2 FGDs	740	212	6	6
	17	6	1895	635	17	17

3.5 Sampling Procedures

In the study, purposive sampling was used to select camps, primary schools, teachers, and girls both in and out of school. To improve the level of heterogeneity of the study population, school committees, in and out of school children were selected based on a purposive sampling approach to allow the researcher the discretion to include respondent groups of interest to the

study. A total of 21 FGDs were conducted comprising 6 in school girls' FGDs, 6 out of school girls FGDs, and 6 PTA/School committee FGDs, and 3 teacher FGDs. The number of FGDs for each sub-group was capped at four because according to Crawford (1995); in heavily qualitative studies there is hardly any new information received through group discussions beyond the fourth trial. All the 17 head teachers took part in filling a self administered questionnaire.

Table 3.2: Study Sample

CAMP	PRIMARY SCHOOLS	OUT OF SCHOOL GIRLS	IN SCHOOL GIRLS (STD 6-8)	TEACHERS	HEAD TEACHERS	PTA/SCHOOL COMMITTEE
	Sampled	Targeted	Total	Total	Total	Total
Dagaheley	2	2 FGDs	2 FGDs	1 FGD	5	2 FGDs
Ifo	2	2 FGDs	2 FGDs	1 FGD	6	2 FGDs
Hagadera	2	2 FGDs	2 FGDs	1 FGD	6	2 FGDs
	6	6	6	3	17	6

3.6 Research Instruments

The main study instruments used in data collection were; School committee/PTAs FGD guides, Pupil FGD guide, teacher FGD guides and questionnaires and interview guides for Key informants including head teachers.

3.6.1 Focus Group Discussion Guides for girls, teachers and school committee on factors affecting girlchild education in the Dadaab Refugee schools.

Information was collected using a qualitative inquiry to gain more in-depth knowledge using focused group discussions involving girls in school, girls not in school, teachers and school committees. A total of 21 focused group discussions comprising of 6 out- of school girls' FGDs, 6 in-school girls' FGDs and 3 teacher FGDs were carried out separately. These discuss

ions were free and centred on factors affecting accessing of the girl child in primary school education.

3.6.2 Questionnaires and Interview guides for Headteachers and key informants on factors affecting access of the girlchild in primary school education.

Questionnaire was designed for collecting data in accordance with the specification of the research questions (Nkapa:74). Questionnaire were commonly used to obtain information about the population. Each item of the questionnaire was developed to address a specific objective, research question of the study.(Mugendi 2003:71).The questionnaire sought to capture enrolment situation of the schools and views of the 17 headteachers on whether there are children out of school, issues on home factors, in-school constraints and possible solutions to the effect.

3.7 Data Collection Procedures

The study data were collected using questionnaires, interviews and focused group discussion guides. With the supervision of the researcher, education officers who served as research assistants in the camps helped in administering the instruments. Focus Group Discussions were used to capture information on perceptions, and opinions of stakeholders on factors that affect refugee girl access to primary education.

3.8 Data Analysis

As detailed in the data collection section in the previous section, the study also collected qualitative data through discussions during FGDs and in-depth interviews. According to Orodho (2005) observes that analysis of qualitative data varies from simple descriptive analyses to more elaborate data reduction and multivariate association techniques. The author notes that the amount of analysis required will vary with the purposes of the research, the

complexity of the research design, and the extent to which conclusions can be reached easily. He proposes three major analytical techniques for qualitative analyses: (1) a quick impressionist summary, (2) thematic analysis and (3) content analysis.

Whereas the quick impressionist approach involves summary of key findings, explanations, interpretations, and conclusions made while in the field; the thematic technique is based on the categorization of themes and is a quick method for analyzing focus group or depth interview data. The content analysis procedure on the other hand, is a more rigorous approach to analyzing content of discussions and improves reliability of observations and interpretations.

From the foregoing descriptions of the qualitative data analytical techniques, the study used the thematic analysis technique since most of the data were obtained from FGDs, individual in-depth interviews which the thematic technique was best suited for. Results of the analysis were presented as summaries under a number of thematic areas to compare the attitudes and opinions of respondents related to factors affecting refugee girls' access to primary school education.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents study results and findings within the framework of the purpose of the study and the questions it sought to answer. A detailed account of findings within the key areas of focus in the study have been presented including a dichotomy of factors of access to primary education. Additionally, the chapter presents study findings and discussions on both the in - school and out- of- school factors that affect access to primary education of the refugee girl child. Focus of the study findings is based on the overall purpose of the study which was to investigate and establish the factors affecting refugee girls in accessing primary education in the Dadaab refugee camps of the Garissa District in the Northeastern Province of Kenya. Central to the presentation of study results and findings is an attempt to answer four study questions namely:

1. What are the in-school factors affecting access of refugee girls' to primary education?
2. What are the out-of-school factors affecting access of refugee girls' access to primary education?
3. What are the other factors which impact access to primary school education among refugee girls?
4. What alternative interventions can improve access to primary education by the refugee girl-child?

4.2 A Typology of Factors of Access to Education

From the study findings, factors affecting refugee girls' access to primary education were found to fall mainly into in-school and out-of-school factors. While non-participation of girls could be attributed to both set of factors, as discussed in the subsequent sections, observations by participants in the study suggested that the dominant factors that affected girl-child participation in the primary school education were concentrated on the- out- of school side.

4.3 The in-school factors influencing girls' access to primary school education

Events and conditions prevalent within the school environment were found to contribute mainly to secondary forms of exclusion of the girl child; whereas those who have already entered the schools were unable to participate on equal terms with the rest or dropping out before the end of the cycle. To some extent, however, these in-school factors also impeded access where girls who have never entered school, but have the potential to do so end up not enrolling altogether because of these negative in-school-factors.

4.3.1 School Infrastructure

Most schools were faced with infrastructural deficiencies forcing them to accommodate disproportionately high numbers of pupils in each classroom (between 80 and 100 pupils in extreme cases). Although efforts had been made by UNHCR and other partners to expand school facilities such as classrooms, the demand for physical space for learners was still overwhelming leading to over congestion. The general classroom-pupil ratio stood at 1: 101(CARE Situational Report, October 2006) against the desired minimum standard of 1:40. The resulting congestion of pupils in classrooms led to a host of negative consequences in pupil interactions, ability to concentrate during lessons, consequently, girls get disillusioned with

schooling and this was noted to increase the odds that some would drop out. The following observations by a respondent explicate the over enrolment situation in schools:

There is shortage of classrooms, because each class in this school takes 70 – 80 students. This discourages learners, because of overcrowding. Primary Education in the camps is free and therefore more children continue being admitted without having adequate classrooms and proportionate number of teachers(Headteacher, Hagadera Camp)

4.3.2 The Quality of Learning in Schools

Findings indicate that in some schools, especially within the parts of the camps with higher population density, parents were dissatisfied with the quality of education offered to pupils; as a result, those with the means sent their children to private schools or tuition centres in the afternoon after they attend formal public schools in the morning. Whereas well-off parents could afford alternatives for their children, refugee children from poor backgrounds and their parents with no alternatives felt alienated by the school system. With no hope of ever receiving any quality education those already enrolled simply drop out while those parents whose children are yet to enter school fail to enrol them altogether.

Some of pupils in the refugee schools attend these schools in the morning, and go for private coaching in the afternoon to help improve their performance in examinations, subject understanding and English language comprehension. Some teachers have opened the private tuition centres where children pay between 500 - 1000 Kshs. per month (School Committee Member, Hagadera Camp)

It also emerged that there were instances of exam apprehension among children who were afraid to do exam thinking education is difficult. These instances of exam apprehension for exams that were attributed to poor quality of education were also noted to promote eventual drop out of children leading to an increase in the proportion of the excluded children.

Some of the children say we do not understand anything from the Arabic teacher so they say they do not want to go to school.

The perceived low quality of education at primary school level was surprisingly the same in nearly all schools selected in the study. Implicit in this admission on low quality is the fact that children are actually not learning, and this perceived low quality of education results in parental decision not to enrol children or withdraw them from schools.

4.3.3 Costs of Primary School education

High costs of education comprising need for refugee parents to contribute to the cost of educating their children by paying for school uniform, providing additional reading/writing materials and other indirect costs adversely affected access to refugee children from families with marginal economic means. When parents could no longer meet such costs, children from poorer families were noted to drop out as a result of rising schooling costs. High costs also resulted in non-access where poor families failed to enrol their children at all. The impact of costs on girl access to primary education became more severe where families had to choose who between girls and boys could be sent for paid for education that required partial cost-sharing capacity. These costs include decent clothing materials for girls and stationery (to supplement gap in the materials given by donors). The costs of one set of school uniform for girls is about Ksh. 376 or USD 5 (CARE Kenya, BOQ:2006) and this is a real financial burden resulting in dropping of girls out of school.

4.3.4 Inadequate Female Teachers

There are a very few female teachers in the primary schools. There is clear relationship between the actual number of girls in school and the number teachers in the

schools. Enrollment of girls increase when the female teachers are higher. Female teachers in the primary schools stands at 39 against 12320 girls (appendix 6c) thus a ratio of 1:315. This is a major challenge and therefore given this circumstance and without the option of a teacher to emulate and also provide counselling; girls could be easily discouraged and drop out of school. During the focussed group discussion in Dagahaley camp; a female teacher suggested:

There is need for more female teachers to be recruited. We are only 5 female teachers in this school and we can not handle all the issues pertaining to girls' special cases (Female Teacher, Dagahaley Camp)

4.3.5 Lack of trained SNE Teachers

Most schools visited did not have any teacher with specialized training in the care and education for children with special needs. Invariably, the absence of special care teachers allows the existing forms of socio-cultural prejudice, biases, discrimination and resulting stigma on disability and impairment to enter and persist in the school system. The absence of SNE trained teachers coupled with the influence of externally borrowed negative attitudes towards the impaired and disabled made most schools insensitive to the plight of special need children hence drop outs and decision by parents not to enrol such children at all, especially if they are girls.

4.3.6 Teacher Professionalism and Qualifications

Unqualified persons serving as teachers in schools were noted by pupils and School committees to compromise the quality of education offered in schools especially where such teachers comprised significant proportions of the teaching force. While better off parents who

lacked confidence in the quality of education offered had the option of taking children for remedial classes or moving them to better schools altogether, poor parents and their children who lost faith in the quality of education offered only resorted to discontinuation of schooling. Although this factor was noted to affect children of both gender, girl access to school was found to be most likely to be affected adversely in instances where parents had to make choices on who between the girl and boy proceeds to a school with better quality.

The teachers are not qualified like in Kenya. I check the work of my children and know learning is not very good because the refugee teachers not qualified teachers from teacher training colleges. The problem is compounded by the lack of inspection and supervision services (School committee member, Ifo camp).

Some teachers also missed lessons or failed to make it to school in time because of the long distance they have to cover on their way to school.

4.3.7 Lack of Appropriate Girl friendly Facilities

Another in-school factor found to advance a gender based form of exclusion was the lack gender differentiated school facilities such as latrines and playing fields. This, it was found, limited the freedom of girls to interact and express themselves within the school and effectively making the school an unfriendly environment for them. As a result and in combination with other factors, lack of girl friendly learning environment such as adequate and appropriate sanitary facilities was found to increase the chances that a girl would feel shy sharing facilities with boys and leave school or on daily basis trek to distant homes that allow privacy thereby missing alot of lessons and eventually fail to complete the primary school cycle.

4.3.8 The School Examination System and Forced Repetitions

As a result of compulsory examination based promotions to the next grade some of those who fail examinations get disillusioned and refuse to repeat on the grounds that they are old. This, it was noted led to drop outs. In this context a strict academic attainment criterion for progression through the grades becomes a real avenue of non-access for girls given the multiplier effect of pupil age on other social process such as marriage.

4.3.9 Negative in-school Discrimination of the Special Need Cases

It was found that the reason why special need children, especially the disabled and impaired girls, could not participate in primary education was because they faced open discrimination and inhuman treatment from their able bodied counterparts. It was observed by teachers and School committee members that in many occasions, the normal children insult their disabled/impaired counterparts. In the end, the few special need cases, especially girls who could be in the school system find themselves with no option but to drop out. The fact that unfavourable school environment leads non-participation of the disabled and impaired through drop outs, also implies that these in-school factors can and do lead to non access by those disabled and impaired children who are potential pupils. Parents simply choose not to enrol the disabled and impaired children because of a history of discrimination, biases, stigma and insensitivity in schools.

4.3.10 Harsh Disciplinary Measures

Pupils were found to be especially sensitive to the form of punishment meted out on them by teachers. Where corporal or excessive forms of alternative punishments were the norm, pupils

developed a negative impression of the schooling process and were more likely to stop coming to school.

In one of the group discussions a pupil observed that; sometimes when you come late the teacher can scold you or give you corporal punishment and some just use this as an excuse to leave school (FGD Pupils, Dagahaley camp)

4.4 Out- of School Factors influencing girls' access to primary school education

As already observed, the influence of in -school factors is concentrated on the side of the girl child exclusion because of unequal participation. On the other hand, the influence of out of school factors at play in Dadaab was found to result in exclusion of girls through non-enrolment and post-enrolment exclusion through drop outs.

4.4.1 High Poverty Levels

High prevalence of poverty at household levels was found to have a profound effect on participation by refugee children from all backgrounds in the primary school cycle. As opposed to the influences of other in-school factors already discussed, poverty was one factor whose influence was found to influence both access and participation in near equal measure. The following sections highlight the different ways in which poverty influenced exclusion.

Girls have to work for their parents at home, while boys go to the trading centres to do menial jobs and do petty trade to earn a little income (Headteacher, Ifo camp)

i. Lack of basic school needs: Girls from poor families are most hit here when parents are unable to afford the basic school needs such as extra books and related learning materials in addition to purchase of uniforms, etc. The situation is worse in cases when the refugee schools do not receive all the required teaching-learning material supplies from the donors who support

education and parents have to do a little bit of cost-sharing to supplement the provision of the needs.

ii. Food Hunger: Hunger was found to be a major inhibition on access to school. Faced with the real prospect of going hungry, many families compromised the education of their children by opting to involve their boys and girls to work for livelihood and bring income to the families. It was however noted that for certain families, children were sent to schools where school feeding programme was available and were provided with breakfast and lunch. This was found to be an only momentary participation in the school and soon it became apparent that such children would not meet other costs they had to drop out. One School committee member noted thus:

If a child goes to school and does not get food and faints, why should he go to school? It is better to be a beggar or look for alternative means of survival. Some girls engage in paid domestic work to help their parents..... some children have to work to earn money to support their families((School Committee Member, Dagahaley Camp)

4.4.2 Parental Disinterest in Schooling

Study findings also indicate that many girls were reported to be out of school simply because of parental disinterest and lack of appreciation for schooling. Participants observed that most of these parents, who themselves never benefitted from schooling, were unable to draw any convincing example of education based success and thus left children to pursue any alternative to education.

4.4.3 Domestic Chores

To some parents, the participation of the girls in the daily struggle to earn a little money to support the family or participate actively in other economic activities undertaken by the family

such as business is more beneficial compared to school attendance. The following observation by participants in the study place the domestic work obligation burden on children in perspective:

Some of the girls are restricted by their mothers from going to school, mostly because of domestic work at home.

The girls are busy with family work – Taking care of infants, fetching water, firewood collection , cleaning the house and cooking(FGD Teachers' Ifo Camp)

4.4.4 Early Marriages and Mature Girl Withdrawal

Early marriages were found to be existing among refugee populations of the camps and this lead to the exclusion of vulnerable girls. A factor closely related to the early marriage problem was the 'mature' girl withdrawal from the schools. These are girls who opted or forced by parents to remain at home after attaining an age deemed 'mature' in anticipation of being engaged to a suitor. This type of withdrawal from schools often leads to non-completion of the primary school cycle by the affected girls.

4.4.5 Pastoralism and refugee Livelihood Patterns

The pastoralist background lifestyles of most people living in the Daadab area makes the refugee children living in such circumstances a hard lot to target because some of the children are engaged in looking after their few goats and cattle within the surroundings of the camps for the whole day and return the animals back to the camp in the evening. These affected school attendance and especially girls.

4.4.6 Parental Discrimination Against Girls

Parental discrimination was found to be a key factor that adversely affected girls' access to primary education. Parents preferred to take boys to school while insisting that the girls have to remain at home, arguing that the girls will be "married off" at some point while the boys will

remain at home. In the end, the cumulative effect of this practice was found to lead to a cyclic exclusion of girls through the generations.

4.4.7 Parental Ignorance

Many parents were found to misunderstand the essence of education and instead sent children, mostly boys to look after animals. On the other hand girls from some households remained at home to help with the household chores as the mothers go to look for means of supporting the family.

4.4.8 Parental/Guardian Negligence

Parental negligence was also seen as a causal factor inhibiting girlchild access in education. In some cases where parents are either poor or dead, relatives who are in the diaspora sent remittances to support the education of their children but the funds went into the wrong hands and the remittances misused by the guardians who were mostly men. It was noted that the recipient parent or guardians mostly men ended up spending substantial amount of that money on personal pleasures like *khat* yet the needy children continued lacking essential materials such as school uniform, exercise books and other basic needs. As noted by a concerned parent:

In the absence of parents (those who may be abroad), funds sent from the diaspora by those parents were diverted for other personal gains or pleasure things like *Khat*. There is nobody to force them. They are few, but nevertheless they are there so far I know of only two: *Khat* on average costs between KES 100 – 300.

4.4.9 Indisposition of Parents

Children, especially girls from families where parents faced different forms of indisposition such as illness were found to risk exclusion from primary education because they had to cut back on school time to attend to their families by assuming greater family responsibilities to support their families and contribute to the household food basket:

Some of them dropped out because their parents were sick and they leave school to go and work to bring home the required food commodities.

4.4.10 Peer Influence

Findings reveal that when pupils interact with their friends who do not attend school they easily get enticed by the kind of life those out of school and earning some money experience. This includes being engaged in child labour activities and earning a little cash. This kind of influence was observed to negatively influence attendance in schools. A headteacher noted:

In this area we have seen cases of some children influenced by their friends who have left school to also leave and join them in whatever else they are doing outside there (Heateacher, Hagadera, Camp camp)

4.4.11 Family Sizes

In the context of the refugees; large family sizes were noted to increase the total household expenditure on education requirements as well as other basic needs such as water and food. Attempts by parents to spread their little income on educating many children often lead to under provision of school requirements and again here the girl child will always be required to fill the gap by working and generating some income. The girl ends dropping out of school.

I have 12 children in school, the oldest is 19 years in the secondary school, and the youngest, a girl, is 6 years old in pre-school. In all the schools, I pay some sort of school fees, yet, I am not working. I rely on help from relatives outside the country, the people whom I educated when I was a business person.

4.5 Other Factors

4.5.1 Pupil Attitude and discipline

General pupil attitude and indiscipline was found to be one in-school factor that sparked a chain of processes that would eventually result in secondary forms of exclusion. It emerged

that when given homework, some children do not complete work and when reprimanded by teachers; bad relations soon develop and this increases the odds that such pupils could eventually drop out of school. In addition, when ill-behaved children are suspended from school most fail to report back to school. Teachers and school committee members also noted that there were incidences of 'a bandwagon effect' where indisciplined pupils, especially boys, influenced others and eventually left school as a group.

4.5.2 Retrogressive Culture

Some cultural practices that are still rampant among the refugee communities have latent but far reaching implications on girl child access to education. Exclusion of girls from participating in primary education can be seen to be drawing from retrogressive cultural practices like female genital mutilation (FGM). Where traditional circumcision is still practised, some pupils are pulled out of school to participate in circumcision. In FGM, girls find a subtle statement that in any social setting they must occupy positions of the dominated and this extends to the school environment. This socialization of girls as the dominated in part explains why girls of 'the ripe age' end up at home instead of attending school to complete the primary school cycle. Given that FGM has a long term utility in the consummation of marriage, its continued practice is perhaps the strongest statement to girls and women that marriage is a socially higher calling compared to continued education. In this context, therefore, FGM becomes a factor that underlies the refugee girl child's inability to participate in primary education at par with their male counterparts.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented study results and discussions. This chapter presents summary, conclusions and recommendations based on findings. Further it presents policy recommendations that the researcher makes in view of the study findings and conclusions.

5.2 Summary

The main purpose of the study was to investigate and establish the factors affecting refugee girls in accessing basic primary education in the Dadaab refugee camps of the Garissa District in the Northeastern Province of Kenya. This is given significance due to the fact that primary education is considered as a basic right and a tool for protecting the refugees. The study was guided by three questions focusing on:

1. What are the in-school factors affecting refugee girls' access to primary school education?
2. What are the out-of-school factors affecting refugee girls' access to primary school education?
3. What are the other factors which impact access to primary school education among refugee girls?
4. What alternative interventions can improve access to primary education by the refugee girl-child?

This study adopted a descriptive in design in collecting useful data and information that helped the researcher to answer the research questions set for the study. In this study, the descriptive

design was used to enable the researcher collect information concerning factors affecting refugee girls' access to primary education.

Since most of the data obtained from FGDs, individual in-depth interviews were heavily qualitative, thematic analysis technique was used in data analysis. Results of the analysis were presented as summaries under a number of thematic areas to compare the attitudes and opinions of respondents related to factors affecting refugee girls' access to primary education. The findings can be summarized under the specific research questions as below:-

What are the in-school factors affecting access of refugee girls in primary school education?

The study revealed that the key in-school factors affecting the refugee girlchild education were inadequate school infrastructure resulting in over crowding, high overall cost of primary education, inadequate female role model teachers, lack of girl friendly sanitary facilities , lack of instructional teaching/learning materials, in-school discrimination of children with special needs, school examination and forced repetition and corporal punishment.

What are the out-of-school factors affecting refugee girls' access to primary school education?

The findings show that high poverty levels, parental disinterest in educations, domestic chores engagement by the girlchild, early marriages/mature girl withdrawal, pastoralism and drought, parental discrimination/selection and ignorance, parental ignorance, parental negligence, in disposition by parents, peer influence and family sizes are significant out-of -school factors affecting the access of primary school education by the refugee girl child.

What are the other factors which impact access to primary school education among refugee girls?

Other factors the study has found out are pupils negative attitude and retrogressive culture of the community.

5.3 Conclusions

This section of the report presents the main conclusions that can be drawn from the study findings on factors affecting access to primary school education by the refugee girl child. From the findings of this study, it can be concluded that most in-school factors have a post-enrolment effect on access by the girls to primary education i.e. these factors adversely affect access after the girls have already enrolled. The main in-school factors that affect the refugee girl child's access to primary education include; inadequate school infrastructure resulting in over crowding, cost sharing in education, lack of sufficient and appropriate girl friendly sanitary facilities in the schools, lack of appropriate and adequate clothings or school uniform for the mature girls, inadequate female role model teachers and in-school discrimination(through lack of appropriate special needs facilities) of children with special needs.

The adverse effects of out-of-school factors impacting girls' access to primary school education are often concentrated at the pre-enrolment stage where girls of primary school age fail to enrol altogether. However, instances of post-enrolment effect of these out of school factors also exist. The main out of school factors that directly affect girls access to primary education include; high poverty levels, parental disinterest in schools, domestic work, early marriages and mature girl withdrawal, refugee pastoralism background, parental discrimination, ignorance and family sizes.

5.4 Recommendations

Drawing from its findings, the study makes the following recommendations on what role; parents and refugee communities, the donor organizations, schools, and INGOs can play in efforts to mitigate the factors impeding refugee girl access to primary education in the Dadaab refugee camps.

5.4.1 Parental Participation to increase Girls' Access in Education

In order to ensure sustainable quality education for the girl child; the role of the parent in participating is critical. Parents have been shown to influence the provision of education from both the demand and supply fronts and therefore their active involvement in the provision of education at the primary level can only help advance efforts at the attainment of the best levels of girls' access to the primary cycle of education. The following section presents the recommendations on ways through which parents and refugee community members can significantly contribute to improved access to primary education opportunities by the refugee girl child:

i. Community Mobilization/Sensitization and Campaigns for Enrolling Girls in schools

There should be concerted community mobilization/sensitization campaigns in all the three camps with a view to enrolling more school age girls in all the schools. These campaigns should be carried out on monthly basis.

ii. Reducing opportunity costs of girl's education

Girls often share household work with their mothers by caring for siblings, preparing meals, carrying water and firewood, or earn income from outside jobs. Therefore policies are required which will reduce time spent on these chores and release girls to attend school, especially in poor families.

iii. Greater Financial Support to Schools

In the face of limited donor organization allocations to the provision of education to the refugees, which in the case of Dadaab appeared to be restricted to the partial provision of teaching/learning materials, classroom constructions, repairs/maintenance, recruitment of teachers and teacher incentives, refugee parents should be more willing to make more financial contributions to schools to enable them meet their internal financial needs to address these needs. This recommendation draws from the observation that most of the refugee population are engaged in robust business activities in centres such as Dagahaley and Hagadera that give them the ability to make significant financial contribution to development in education.

iv. Recruitment of Female Teachers

More female teachers should be recruited so that they can be role models for the girls and also to provide support to the girls in terms of counselling and mentoring.

v. Provision of sanitary Towels for Mature Girls

Girls who have attained maturity should be given sanitary pad/towels so that they can still be attending their lessons without any problem rather than staying at home until their menstruation period ends.

5.4.2 The Donor Agencies and Refugee Education Service providers

The critical role of the donor agencies in the provision of education to the refugee population cannot be over emphasised. From the findings, donors participation in the provision of education at the primary cycle in Dadaab refugee camps still faces myriad capacity, institutional and structural gaps. In view of the intensity and scope of these supply side gaps, a number of strategic options can be recommended for the donor organizations' participation in the provision of primary education in Dadaab as a whole in a way that sets the stage for elevating the provision at this cycle to a level that approximates universal access. It must be pointed out here, however, that the level of exclusion of the girl child at the primary education level among the refugees in Dadaab is still monumental and multifaceted despite positive support by UNHCR and other donors.

i. New School Infrastructure

The school density in Dadaab refugee camps is still low relative to the population; an establishment of the demand potential in every camp would make it possible to determine an optimal way to provide educational facilities so as to ensure the largest population of seekers of school places in these camps gain access and thus significantly reduce the proportion of girls facing exclusion from accessing primary school education.

ii. Provision of Adequate Furniture and Adequate Classrooms

The general congestion situation in classrooms notwithstanding, there is need to provide schools with adequate number of classrooms and adequate furniture for conducive learning.

iii. Affirmative action in Female teacher Training

Given the general female under-empowerment among the refugee population, deliberate affirmative action and positive discrimination in favour of female teacher training can be expected to have a multiplier effect on girls who would have role models within the schools. This can be a demonstration of the benefit of education to women and hence the inspiration to girls to continue with education. Female teacher presence in the school environment can indeed increase the chances that girls will persevere the school cycle to the end.

iv. Provision of Special Needs Teachers and Teacher Training

There was no evidence of the provision of any form special education teachers in the Dadaab refugee schools. In the few instances of reported attempted integration of the special need cases and other normal able bodied pupils only inhuman levels of discrimination were reported. Provision of special need education to teachers would be a cost effective strategy in implementing integrated education for the special need cases as this integration approach has gained currency in efforts to diminish exclusion and discrimination of the impaired and disabled children now and in the future. This will provide girls who have challenges an avenue of accessing special education.

v. Teacher Recruitment and Deployment

There is serious shortage of teachers. The refugee education service providers in Dadaab should recruit more trained teachers and deploy them to the schools where their services are most required. Equitable and affirmative distribution of teachers will be particularly instrumental in ensuring trained teachers are taken to the schools where they are most needed.

vi. Provision of Education Subsidies

Given wide spread poverty and the relatively high costs of accessing primary education, the refugee education service providers need to intervene and further subsidize the direct costs or when possible provide free primary education. Given the economic realities in the refugee camps, intervention to subsidize costs would be a certain way of improving access.

vii. Provision and Expanding the Coverage of the School Feeding Programme

The positive implications of the SFP on inclusiveness of education cannot be gainsaid, especially in so far as it ensures that the food hungry children continue to attend school. The implementation and expansion of this programme in schools where it will have most profound positive implication in access will be one sure strategy at making primary school education in Dadaab refugee camps more accessible to children of all backgrounds, especially girls.

viii. Implementation Policy on Differentiated Education Provision

In response to the glaring difficulties in the livelihood circumstances within the refugee population in Dadaab, a policy that adapts education provision to these local circumstances would be one way of ensuring they have flexible school calendars to address the needs of those children who are not able to come to school in the morning.

5.4.3 Tackling direct costs of education for the parents.

A major constraint on girl child access is the availability of school uniform particularly for mature primary grades. Education is offered freely in the camps; but the parents still incur the cost of uniforms, books, and school supplies. Given the significant social returns to female education, all girls should be given school uniform and also scholarship.

i. Provision of Gender sensitive Facilities

There is need for more child friendly learning environment in the school. Observations in most schools indicate that provision of separate play and sanitary facilities for use by girls and boys in a way that gives girls freedom was lacking. Schools therefore need to make gender considerations in the construction of such structures a priority. In some schools, girls were forced to get out of the school compound in search of alternative sites to play or relieve themselves.

ii. Implementation of an Automatic promotion policy

The implementation of an automatic promotion policy makes it possible to keep average, below average and overage learners whose odds of exiting the school system as a result of frustrations and disillusionment with the performance based promotions are inordinately high. In this context, therefore, an automatic promotion policy ensures that, pupils, especially girls faced with the threat of drop out can complete the primary school cycle.

iii. Establishment of Girls Boarding schools

There is need for girls to have boarding schools in each camp with a view to giving girls an alternative suitable learning environment. This facility will also free the girls from continuously being engaged in household chores and get invaluable time to concentrate on studies.

iv. Compulsory Primary Education

Education should be made compulsory in all the camps with particular emphasis on the girl child admission in the schools. Education was introduced in the Dadaab refugee camps in 1991. However, many children especially girls are still not enrolled in primary schools. Effort should be made to enforce this provision.

v. Increasing Access in Primary Education

It is recommended that more schools should be constructed and developed thereby taking access closer to the refugee blocks with a view to allowing all school age girls easily enroll and attend school regularly.

vi. Literacy/Numeracy Skills for Parents

Most parents are not literate and therefore focus should be empowering them so that they can acquire basic literacy/numeracy skills. They will then understand the significance of education and prioritize sending their daughters to primary school education.

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APPENDICES

Appendix 1: In-school Girls FGD Guide

FACTORS AFFECTING GIRLS' ACCESS TO PRIMARY SCHOOL EDUCATION IN THE DADAAB REFUGEE CAMPS OF GARISSA DISTRICT IN KENYA

In-school Girls FGD

1. Are there some girls in the camps who are supposed to be in primary school but are not attending (If yes what are some of the reasons why they are not attending school?)
2. Are you happy to be in school and looking forward to completing primary education? (If yes what do you like most here at school?)
3. What are some of the things you are not happy about here in school? Why are you not happy with these things?
4. Do you have sisters who are of primary school age but are not in school? (If yes what are the reasons why your sisters are not in school?)
5. Suggest 5 ways you think can improve chances for girls like you to access primary education in the refugee camps.

Thanks for sacrificing your time in participating in the FGD.

End _____

Appendix 2: Out of school Girls' FGD Guide

FACTORS AFFECTING GIRLS' ACCESS TO PRIMARY SCHOOL EDUCATION IN THE DADAAB REFUGEE CAMPS OF GARISSA DISTRICT IN KENYA

Appendix 1: Out of school Girls FGD

1. Do you know girls in the camps who are your age mates who are not attending primary schools (If yes what are some of the reasons why they are not attending school?)
2. Do you have sisters who should be in primary school but are not attending school? (If yes what are some of the reasons why they are not attending school?)
3. Would you want to be in school? (If yes, what do you like most in schools?)
4. What are some of the things you are not happy about in schools? Why are you not happy with these things?
5. Suggest 5 ways that you think can enable girls like who live in the refugee camps to access primary education.

Thanks for sacrificing your time in participating in the FGD.

_____ End _____

Appendix 3: Teachers' FGD Guide

FACTORS AFFECTING GIRLS' ACCESS TO PRIMARY SCHOOL EDUCATION IN THE DADAAB REFUGEE CAMPS OF GARISSA DISTRICT IN KENYA

1. How is the primary school enrollment situation among refugee children living in this camp? (Compare numbers enrolled, gender differences)
2. Are there cases of children of primary school age who are not attending school? (If yes, what are the reasons; economic, cultural and other)
3. In your view are there some home factors that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
4. In your view are there some factors/circumstances in schools that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
5. In view of the issues discussed, suggest some of the ways that you think can enable girls like you who live in the refugee camps to access primary education.

Thanks for sacrificing your time in participating in the FGD.

_____ End _____

Appendix 4: PTA/School Committee FGD Guide

FACTORS AFFECTING GIRLS' ACCESS TO PRIMARY SCHOOL EDUCATION IN THE DADAAB REFUGEE CAMPS OF GARISSA DISTRICT IN KENYA

1. As PTA/ school committee members briefly describe the primary school enrollment situation among refugee children living in this camp? (Compare numbers enrolled, gender differences)
2. Are there cases of children of primary school age who are not attending school? (If yes, what are the reasons; economic, cultural and other)
3. In your view are there some home factors that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
4. In your view are there some factors/circumstances in schools that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
5. In view of the issues discussed, suggest some of the ways that you think can enable girls in the refugee camps to access primary education.

Thanks for sacrificing your time in participating in the FGD.

_____ End _____

Appendix 5: H/Teachers' Questionnaire

FACTORS AFFECTING GIRLS' ACCESS TO PRIMARY SCHOOL EDUCATION IN THE DADAAB REFUGEE CAMPS OF GARISSA DISTRICT IN KENYA

1. Briefly describe the enrollment situation in this school among refugee children living in this camp in terms of the following :

a). The recent enrolment trends by grade

b). Gender differences in enrollment

2. Are there cases of children of primary school age who are not attending school? (If yes, what are the reasons; economic, cultural and other)
3. In your view are there some home factors that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
4. In your view are there some factors/circumstances in schools that affect girl access to primary education among refugees here in Dadaab? (If yes which ones?)
5. In view of the issues discussed, suggest some of the ways that you think can enable girls in the refugee camps to access primary education.

REFUGEE CAMP IN KENYA

SUDAN

ETHIOPIA

UGANDA

KENYA

Thanks for sacrificing your time to participate in the study.

End

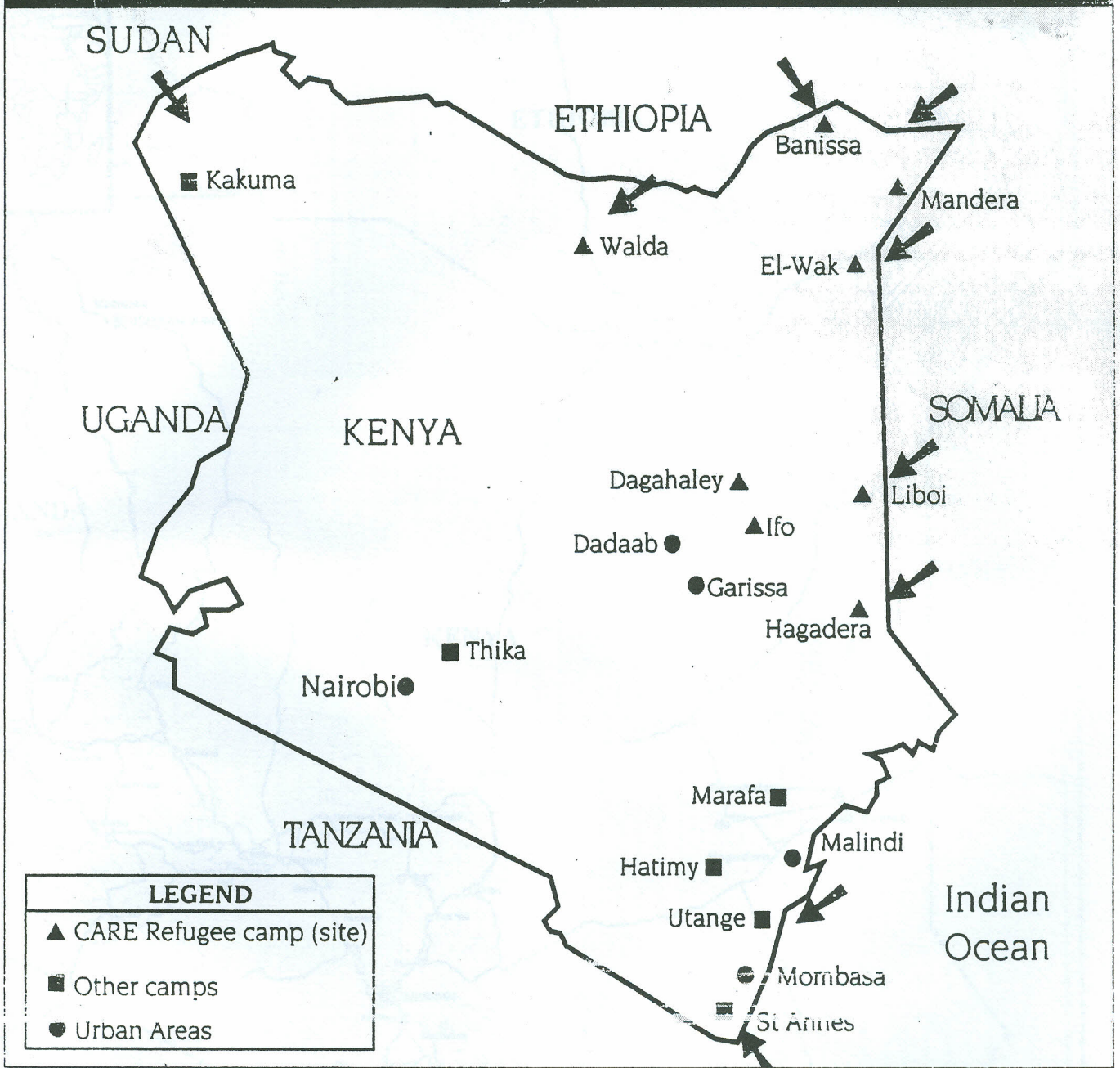
LEGEND

✕ CARE Refugee camp (site)

○ Refugee Camp

● Group Areas

REFUGEE CAMPS IN KENYA



UNITED REPUBLIC OF TANZANIA



LEGEND

- Capital
- 🏠 UNHCR Branch / Liaison office
Office of Charge de Mission
- 🏠 UNHCR Sub office
- 🏠 Refugee camp
- Main town or village
- Secondary town or village
- International boundary
- Main road
- - - Secondary road
- 🚊 Railway

ELEVATION
(Above mean sea level)

- Below mean sea level
- 0 to 250 metres
- 250 to 500 metres
- 500 to 750 metres
- 750 to 1000 metres
- 1000 to 1750 metres
- 1750 to 2500 metres
- 2500 to 3250 metres
- 3250 to 4000 metres
- Over 4000 metres



Kenya_Africa_Map2003

Annex 6C

APPENDIX A

Month: October, 15, 2006.

Section A: Monthly Data October, 09

1. School Attendance by Camp and Gender

Pre sch	DAGAHALEY			IFO			HAGADERA			GRAND TOTAL			Percentage	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pre sch	730	555	1,285	910	784	1,694	812	619	1,431	2,452	1,958	4,410	56%	44%
Primary Education														
Std 1	737	569	1,306	1,233	966	2,199	880	740	1,620	2,850	2,275	5,125	56%	44%
Std 2	650	559	1,209	985	675	1,660	949	756	1,705	2,584	1,990	4,574	56%	44%
Std 3	522	381	903	801	521	1,322	972	660	1,632	2,295	1,562	3,857	60%	40%
Std 4	530	324	854	836	474	1,310	764	601	1,365	2,130	1,399	3,529	60%	40%
Std 5	377	228	605	638	348	986	773	480	1,253	1,788	1,056	2,844	63%	37%
Std 6	573	275	848	667	283	950	545	289	834	1,785	847	2,632	68%	32%
Std 7	489	283	772	590	265	855	734	284	1,018	1,813	832	2,645	69%	31%
Std 8	411	174	585	410	87	497	394	140	534	1,215	401	1,616	75%	25%
Total	4,289	2,793	7,082	6,160	3,619	9,779	6,823	4,569	11,392	18,912	12,320	31,232	61%	39%
Special Education														
Deaf	23	6	29	79	54	133	76	51	127	178	111	289	62%	38%
Blind	13	9	22	24	15	39	78	49	127	115	73	188	61%	39%
Mental H	34	12	46	33	22	55	55	33	88	122	67	189	65%	35%
Physical H	161	60	221	100	55	155	109	74	183	370	189	559	66%	34%
Speech dis	105	40	145	130	78	208	225	152	377	460	270	730	63%	37%
Total	336	127	463	366	224	590	543	359	902	1,245	710	1,955	64%	36%
Secondary school														
Form 1	108	40	148	130	18	148	111	36	147	349	94	443	79%	21%
Form 2	139	42	181	171	24	195	141	33	174	451	99	550	82%	18%
Form 3	93	16	109	117	16	133	139	22	161	349	54	403	87%	13%
Form 4	78	18	96	121	8	129	106	31	137	305	57	362	84%	16%
Total	418	116	534	539	66	605	497	122	619	1,454	304	1,758	83%	17%
Adult literacy & Continuing Education														
Level 1	276	163	439	276	163	439	324	206	530	876	532	1,408	62%	38%
Level 2	257	151	408	257	151	408	316	176	492	830	478	1,308	63%	37%
Level 3	85	47	132	85	47	132	362	188	550	532	282	814	65%	35%
Continuing education													#DIV/0!	#DIV/0!
Total	618	361	979	618	361	979	1,002	570	1,572	2,238	1,292	3,530	63%	37%
Grand Total	6,391	3,952	10,343	8,593	5,054	13,647	8,788	5,564	14,352	8,788	5,564	14,352	61%	39%

2. Summary for the month (learners and teachers (refugees & nationals))

LEVEL	LEARNERS				TEACHERS				TR:PL Ratio
	Male	Female	Total	Percentage	Male	Female	Total	Ratio	
Pre sch.	2,452	1,958	4,410	56%	44%	8	25	33	133.6
Primary	18,912	12,320	31,232	60%	39%	158	39	197	158.5
Special educ	1,245	710	1,955	64%	36%	7	4	11	177.7
Secondary	1,454	304	1,758	83%	17%	12	2	14	125.6
Adult Lit.	2,238	1,292	3,530	63%	37%	6	5	11	320.9
Total	26,301	16,584	42,885	61%	39%	191	75	266	161.2

3. Comparative stats School & Camp Pop.

	School Enroll.	Camp Pop.	% in School
Girls	13,334	21,803	61%
Boys	21,611	24,749	81%
Total	34,945	46,552	75%

(Stats for pre sch, pry, special ed. & sec)
popn. based on March 06 UNHCR camp Stats

5. Teacher Training Details			
	Trained	Untrained	Total
Pre-school	17	16	33
Primary	51	146	197
Special Edu	5	6	11
Secondary	7	7	14
Adult. Lit.	4	7	11
Total			266

6. Non-Teaching Staff			
Education Managers			
Staff	Male	Female	Total
Edu Officer	1	-	1
School Inspector	3	-	3
H/ teacher - Sec.	1	-	1
H/ teacher - Pry	6	-	6
H/ teacher - Adult	1	-	1
Deputy H/T - Sec.	1	-	1
Deputy H/T - Pry	5	1	6
Senior - Pry	1	-	1
Total	19	1	20

Other Non-teaching staff			
Staff	Male	Female	Total
Librarians	1	1	2
Watchmen Sec.	3	-	3
Watchmen Pry	17	2	19
Watchmen Adult	3	-	3
Watchmen Lib.	3	-	3
Total	27	3	30

7. Parents Teachers Association			
Level	Male	Female	Total
Primary			
Dag	0	0	0
Ifo	0	0	0
Hag	49	41	90
Total	49	41	90
Secondary			
Dag	0	0	0
Ifo	0	0	0
Hag	7	3	10
Total	7	3	10

8. Infrastructure (pre & pry)			
Item Description	Total		Pupil Ratio
	Items	Pupils	
Classrooms	111	11,259	101.43
Desks	1,536	11,259	7.33
Toilets	200	11,259	56.30

4. Attendance by Nationality

	Pre-school			Primary			Special Edu			Secondary			Adult Lit			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Somali	2,452	1,957	4,409	1,607	10,337	11,944	1,245	710	1,955	1,451	304	1,755	2,238	1,291	3,529	8,993	14,599	23,592
Sudanese	-	-	-	23	14	37	-	-	-	3	0	3	-	1	1	26	15	41
Ethiopian	-	1	1	30	11	41	-	-	-	-	-	-	-	-	-	30	12	42
Eritrean	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Ugandan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	4	7
Total	2,452	1,958	4,410	16,460	10,362	26,822	1,245	710	1,955	1,454	304	1,758	2,238	1,292	3,530	23,849	14,626	38,475

KENYATTA UNIVERSITY LIBRARY

BOQ FOR PROVISION OF SCHOOL UNIFORM FOR 9046 GIRLS

Item Description	Camp	Total No. of girls targeted	Units	Unit per Girl	Total Qty(Nitrs/Pcs)	Unit cost(Ksh)	Total(Ksh)
Cotton printed fabric checked blue(Dress)	Hag	4,196	Meters	2	8,392	98	822,416
Cotton printed fabric plain blue(Veil)			Meters	2	8,392	90	755,280
Elastic Band 1.5"			Meters	0.5	2,098	20	41,960
Machine needles size 18"			Pieces	-	240	5	1,200
Thread-Chui - 30 meters each			Pieces	0.17	713	50	35,666
Labour			Pieces	1	4,196	100	419,600
Sub-Total						363	2,076,122
Cotton printed fabric checked Green (Dress)	Ifo	2,522	Meters	2	5,044	98	494,312
Cotton printed fabric plain Green (Veil)			Meters	2	5,044	90	453,960
Elastic Band 1.5"			Meters	0.5	1,261	20	25,220
Machine needles size 18"			Pieces	-	240	5	1,200
Thread-Chui - 30 meters each			Pieces	0.17	429	50	21,437
Labour			Pieces	1	2,522	100	252,200
Sub-Total							1,248,329
Cotton printed fabric checked pink (Dress)	Dag	2,328	Meters	2	4,656	98	456,288
Cotton printed fabric plain pink (Veil)			Meters	2	4,656	90	419,040
Elastic Band 1.5"			Meters	0.5	1,164	20	23,280
Machine needles size 18"			Pieces	-	240	5	1,200
Thread-Chui - 30 meters each			Pieces	0.17	396	50	19,788
Labour-			Pieces	1	2,328	100	232,800
Sub-Total							1,152,396
Grand Total(Ksh)		9,046					4,476,847
Grand Total(USD) Exchange rate of Kshs 76 per 1 USD							58,905.88