

**FACTORS HINDERING EFFECTIVE MANAGEMENT
OF LEARNING AMONG DISPLACED
CHILDREN IN CONFLICT ZONES:
A CASE OF KAKUMA REFUGEE CAMP**

BY:

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DECLARATION

“This thesis is my original work and has not been presented for a degree course in any other university.”

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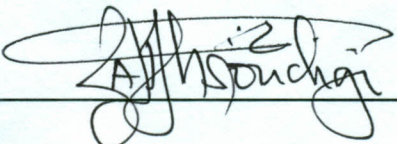
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ABSTRACT

This study aimed specifically at establishing factors that influenced the management of learning among displaced children in conflict zones. The research focused on Kakuma Refugee Camp in Turkana District, a programme provided by Lutheran World Federation (LWF) and assisted by United Nations High Commission for Refugees (UNHCR). The population comprised of seven schools, two thousand five hundred pupils, one hundred teachers, four education officers, three programme managers, three security officers and one area chief. The sample comprised of forty-three pupils from classes three and six respectively because the two classes had pupils representing all the seven nationalities where the refugees previously lived. The school which had pupils representing all the seven countries was used, three education officers, two security officers, one area chief and two programme managers.

Multi-stage sampling was used in selecting the pupils who participated in the study. Purposive sampling was used in selecting the school that was represented in the sample and the lottery method was used in selecting the teachers. Research design was a descriptive survey study in nature. The pilot study was carried out

during the second school term of 2005-calender year. Data were collected using four questionnaires, pupil appraisal tests and observation. The researcher personally collected data from the field. Data collected from each instrument were analyzed individually. The data collected were then entered into the computer using the SPSSX programme and analyzed using basic descriptive statistics.

LIST OF ABBREVIATIONS AND ACRONYMS

IDP	-	Internally Displaced Persons
UN	-	United Nations
NCK	-	National Council of Churches of Kenya
LWF	-	Lutheran World Federation
UNHCR	-	United Nations High Commissioner for the Refugees
OSCE	-	Office for Security and Cooperation in Europe
UNESCO	-	United Nations Educational, Scientific, and Cultural Organisations
UNEP	-	United Nations Environment Programme
NGO	-	Non-Governmental Organisation
CARE	-	Cooperative for American Relief Everywhere
IEP	-	Individualized Educational Programme

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CHAPTER ONE

1.0 INTRODUCTION

Effective management of learning among children of whatever category and in any situation is of paramount importance for any meaningful, whole growth of a child. This could not be achieved in an environment that was not conducive as a result of either internal or external negating factors like wars. Children who had been displaced suffer most.

According to Connect, (1993), there were variables that needed to be addressed for example economic constrains, social pressures, political instabilities among others, if the desired values of education were to be realized. The study therefore sought to address those problems with the aim of making every learner achieve educational goals as set by the ministry of education and other relevant stake holders.

1.1 BACKGROUND TO THE STUDY

Before the 20th century, Africa could be termed as having been a 'dynamic area' with people in constant motion. However, within the same century, the continent also had a period of inertia in relation to mass movements of people.

Ironically it was during the same period that Sub-Saharan African States had posted over ten million displaced persons, the highest number than any other continent, (Ahmednassir, 2001).

Today, Africa has more displaced people than any other continent in the world, (Adam, 2003). By the end of 2002, Africa had thirteen million internally displaced persons (IDPs) and about three million six hundred thousand refugees. The statistics of countries affected by IDPs problems revealed that, there were about four million IDPs in Sudan, two million in Congo and one million in Zimbabwe. That not only indicated huge presence of IDPs in their habitation, but also affirms the existing disparity between refugees and IDPs. The Global IDPs report showed that both in Uganda and Sudan, the IDPs up surged due to in-fighting in 2002.

In Africa, especially in East Africa, displacement was a phenomenon that had existed since time immemorial and that was attributed to two major related factors that were, power and vulnerability. The need to survive had always triggered displacement while advancement in technology facilitated the process. Examples of migrations of the Ngoni people Northward; Southward migration of the Nilotic communities from present day Sudan to East Africa and those

of the Bantu speakers from today's Central Africa to South, East and West African regions, (Ahmednassir, 2001).

Displacement took place in two levels, these were evolutionary and induced processes (using force). The latter process had two aspects. One was intra-national, and the other international. Here were refugees and people who are internally displaced. According to UN Secretary General (1992), IDPs were persons who had been forced to flee their homes suddenly or unexpectedly in large numbers as a result of armed conflicts, internal strife, systematic violations of human rights, natural or man made disasters and who were within the territories of their own country. Internal conflicts within states and between communities were more prevalent in Africa than anywhere else in the world. The need for mechanisms to improve adherents to international standards, to allow dialogue among communities and to resolve existing conflict emerging was likewise more pressing here than anywhere else.

The lack of significant development in terms of tackling poverty meant the persons at risk, like the minority groups, children who were victims of the clashes, refugees and street children suffered most. Bakwesegha, (1989), said that many people in the war and drought affected areas had withdrawn from productive labour and became reliant on outside relief.

Records of civil war and deteriorating economic performance in the horn of Africa had left large parts of Ethiopia, Somalia and Sudan practically ungovernable, with unofficial leadership dislodging and replacing parallel official government structures in large parts of those countries. As a result of that, there was no guarantee of security and humanitarian aid and education for children.

In Kenya, the state sponsored ethnic violence of 1992 caused approximately three hundred thousand to be displaced and about eight hundred people to be killed, (Kiliku report, 1992). But those displaced rose to approximately five hundred thousand by July 1993. Children who were the majority of Kenya's population had suffered disproportionately during tribal clashes, (Daily Nation, May, 29, 1993). "Africa Watch" (1996) found out that in most of the camps visited, the number of children were double that of adults, especially school age going children. Schools catered for over sixteen thousand children did not re-open in September 1993 due to violence, (Daily Nation, September 2nd, 1993). The tribal violence deeply affected children. Those who witnessed their family members being killed and their houses burned down suffered a lot of psychological effects due to war.

A School like Cheptuingeny Primary School had many of its children reportedly displaying aggressive behaviour or

bringing knives to school even outside the clash areas. Many children had long suffered of nightmares from the witnessed violence, (Ref. Daily Nation, May 31, 1993). In some areas, schools were overcrowded as a result of trying to accommodate the large influx of displaced children (1993). Education of majority of the children was disrupted or terminated. The ethnic clashes prevented secondary school graduates from continuing for higher education because of financial problems. In Trans-Nzoia District, the National Council of Churches of Kenya (NCCCK) estimated that over ten thousand children had been displaced and were no longer in school due to violence.

Convention of the Rights of the Child (1989)

A school of five hundred children that was started in February 1993, in Trans-Nzoia district by Endebes camp residence was quickly shut by local government authorities depriving the children of any formal educational opportunity whatsoever, (1993). These were some of the examples that showed the vulnerable nature into which management of learning amongst the displaced children found themselves in conflict zones. Article 28, on convention on the rights of the child (1989) states that the child had a right to education and it was the state's duty to ensure that primary education was free and compulsory to all.

Different forms of secondary schools, which were accessible to every child, must be encouraged to make higher education available to all on the basis of capacity. Article 26, of the same convention also states "The child has a right to benefit from social security including insurance and shall take the necessary measures to achieve the full realization of this right in accordance with their national law". Article 27 states 'every child has the right to a standard of living adequate for his/her physical, mental, spiritual, moral and social development. The states duty was to ensure that that responsibility could be fulfilled, and it stated the responsibility to give material assistance to parents and their children. Article 22 on the convention of the Rights of the child, (1989) states on refugees 'special protection shall be granted to a refugee child or to a child seeking refugee status'. It is the states obligation to co-operate with competent organizations, which provide such protection and assistance like churches, non-governmental organizations among others. The UNHCR (2000), notes that the management of education was negatively influenced by little security or lack of it. Congestion in the camps, psychological instability and shortage of basic necessities like food, clothes and shelter further contribute to negative management of education.

In conclusion, there was need to single out factors that contributed to the poor management of learning and how

the same could be handled to allow the displaced child be resettled in order for him/her to gain maximally on their education services as proposed by the UN convention on the rights of the child.

1.2 STATEMENT OF THE PROBLEM

The information about what hinders the effective management of learning among the displaced learners was of paramount importance because that could form a much-needed basis on how to competently plan for quality education of such learners. It was worth noting that the education of learners who had acquired refugee status required special treatment if the objectives set are to be achieved. Many of the learners had undergone a lot of psychological torture among other problems.

Kakuma Refugee Camp was composed of a multinational community which provided a home for seven different nationalities as well as over twenty ethnic groups. The countries represented were Sudan, Ethiopia, Uganda, Somalia, Rwanda, Burundi and Congo. All the refugees from these countries were put in one place to facilitate administrative duties like food distribution, health care and security. Ironically, the putting together of these communities had led

to a number of issues, which had formed the basis from which the presumed problems was discussed, researched and the possible solutions for the same highlighted.

The estimated population of over sixty thousand people in the Kakuma camp according to the UN secretary general report (2000) made it too difficult to match the available limited resources due to the high population. Basic needs like food, clothes and shelter were constantly scarce; fertility rate in the camp was also high. Unfortunately the assistance from well-wishers like church organizations, UNHCR, among others was hardly enough to meet the demands of the displaced people. Almost half of the population in the camp were school going children.

The climatic conditions were too harsh, making the environment naturally inhabitable for human beings. This rendered the much-needed resources like manpower to man schools, health facilities and security scarce. The warring communities in the camp made life in the area even more psychologically and physically difficult. Those greatly interrupted and hindered formal learning of the children. A lot of effort had been put in place to curb those problems, among them, policy adjustment to institution of relevant bodies on increased security. But very little effort had been geared towards the quality management of education in

such camps. Therefore, the study aimed at investigating the factors that hindered effective management of learning amongst the displaced children in conflict zones.

1.3 PURPOSE OF THE STUDY

The main purpose of the study was to investigate factors that hindered effective management of learning among displaced learners in conflict zones. The study was carried out at Kakuma Refugee Camp located in Turkana district. The researcher was provoked to carry out the study because of nature of such learners having undergone such displacement due to conflicts. That scenario owed to the kind of career the researcher is in, knows better the difficulties the learners found themselves in turmoil areas. It was hoped that the findings would not only help the Ministry of Education in Kenyan government to include the learners from such areas in their agenda but also the Ministry of Internal Security and Defence in establishing long term solutions to such conflicts for the betterment of educational standards in the region.

1.4 RESEARCH OBJECTIVES

The main objective of the study was to investigate the factors that hindered effective management of learning among

displaced children in Kakuma Refugee Camp in Turkana District. The following specific objectives guided the study:

- (i) To establish those factors which hindered the effective management of learning among the displaced learners in Kakuma Refugee Camp.
- (ii) To find out what had been done to improve the management of learning in the camp.
- (iii) To find out the main factors that had led the refugees to flee to Kakuma camp in Turkana District.
- (iv) To investigate how conflict within Kakuma refugee camp is managed.

1.5 RESEARCH QUESTIONS

In an attempt to find answers to the research, the investigator set out to answer the following main research questions.

- (i) What factors hindered the effective management of learning among the displaced learners in Kakuma Refugee Camp?
- (ii) What steps had been taken to improve the management of learning in the camp?
- (iii) What factors had led refugees to flee to Kakuma camp in Turkana district?
- (iv) How was the conflict contained in the camp?

1.6 SIGNIFICANCE OF THE STUDY

It was hoped that the relevant stakeholders such as Government and Non Governmental Organizations that helped in education of displaced learners in conflict zones would use the findings and recommendations of the study to develop updated information on education of refugees, set more appropriate effective policy guidelines, more effective objectives and implementation strategies so that they helped in enhancing management standards of education for displaced learners.

5.3 SIGNIFICANCE OF THE STUDY

It was expected that the Ministry of Education may use the findings to develop more appropriate, well versed and more updated methods to design the education curriculum for displaced learners not only for refugees at Kakuma but also for similar learners in other conflict zones and refugee camps. The stakeholders such as UNHCR might find the results of the study useful in programming for administrative duties in appropriate provision of basic needs like food, clothes, shelter and security for such people under their jurisdiction. Religious organizations too would find the study useful for conducting their duties like pastoral work and other charitable activities, for example distribution of basic needs like food, shelter and clothing to such needy people. The research further would develop a

basis on which other researchers would help carry out their studies.

Without a doubt, sound management of learning among the displaced could bring about invaluable benefits. The researcher could not find any formal and in-depth evaluation studies on how education is managed amongst the displaced learners in conflict zones. Therefore the study aimed at investigating such factors in Kakuma refugee camp with a view to proposing appropriate corrective measures.

1.7 JUSTIFICATION OF THE STUDY

The study was justified in the sense that there were little preparations put in place to cater optimally for educational standards offered to children who always suffered most during and after wars. Every child has a right to appropriate education at the right time and in the right place that is conducive to whole development of the child. Ways of making the management of learning reflect the UN declaration on child's rights and methods to be put in place to enable all stake holders have a general awareness on the type of education was of paramount importance.

1.8 SCOPE AND LIMITATIONS OF THE STUDY

Although it would have been desirable to survey the factors that affect the management of learning among the displaced learners in all conflict zones, lack of money and time constraints made it difficult for the study to be carried out in all conflict zones. Therefore the study was limited to primary schools in Kakuma refugee camp in Turkana district. Kakuma's richness in diversity of children, whose background was associated with wars and political instabilities that caused displacement of children, made the place a suitable one to carry out the study. High population in the schools within the camp, conflicts arising in the camp as a result of grouping of previously warring communities and fighting for the limited basic needs in the camp, might have contributed to the factors that hindered the effective management of learning.

The research was limited to classes three and six respectively because the two classes had pupils representing all the seven nationalities from where studied refugees came from, (UNHCR, report, 2000). However, the research was not a comparative study, hence the need to use Kakuma as the location of the study. The two classes were further chosen because class three pupils still portrayed the characteristics of recently displaced children but were settled enough to respond to

questions. On the other hand, class six pupils were more settled and were three years above class three pupils hence they were more mature. Furthermore, the class was ideal because it was not preparing for end of primary examinations like class seven and eight.

1.9 ASSUMPTIONS OF THE STUDY

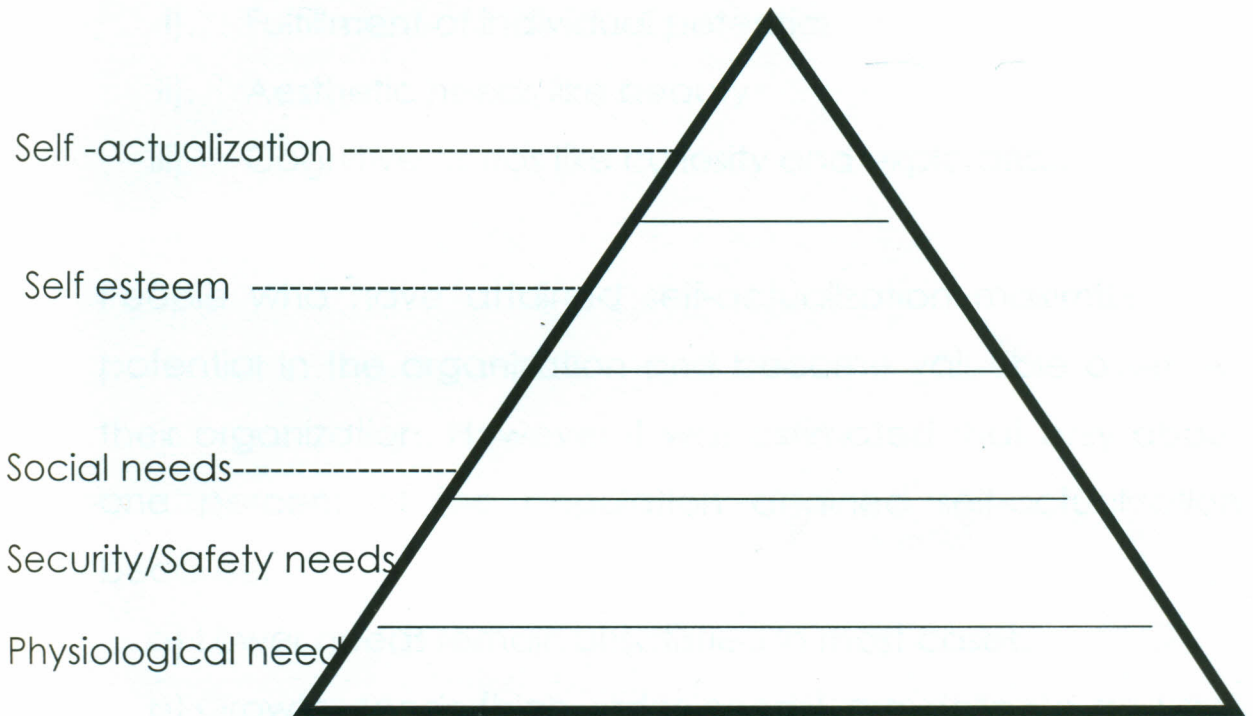
It was assumed that the management of learning amongst the displaced learners in Kakuma refugee camp was below standards of those set by the convention on the rights of the child. The researcher also assumed that much of the work geared towards management of learning was championed by NGOs especially UNHCR. The researcher also assumed that the environment was not conducive to accommodate favourable learning, leading to the assumption that the learners were not well settled in as far as general management of learning was concerned.

1.10 THEORETICAL FRAMEWORK

According to Maslow's Hierarchy of Needs Theory (cited in Orodho,1998), satisfaction of one's needs leads to triggering of other needs to be satisfied too. Deprivation or lack of gratification with respect to a specific need, leads to dominance in that need where the person's behaviour was entirely devoted to satisfying that need. Once the need was

satisfied/ gratified, the need was stimulated and activated leading to the entire process from the lowest level involving deprivation that lead to dominance or gratification and activation of the next level. Maslow came up with a pyramidal kind of structure of needs as shown in figure 1.0 below: -

Fig 1.0 The Maslow's Hierarchy of Needs Theory, (1954)



Source: Maslow,(1954)

Maslow states that there are lower needs, which are:

- (a) Physiological needs: Food, water and sex.
- (b) Security needs: Assurance of no threats, predictive and non-threatening environment.

(c) Social needs: belongingness, love, friendliness, interpersonal interactions, and affection.

The higher needs include:

(d) Self-esteem: self-respect, achievements, confidence, prestige, and recognition

(e) Self-actualization:

- i). Fulfillment of individual potential
- ii). Aesthetic needs like beauty
- iii). Cognitive needs like curiosity and exploration.

People who have attained self-actualization maximize their potential in the organization and become valuable assets to their organization. However it was estimated that only about one percent of the population attained self-actualization because:

- a) Lower needs remain unsatisfied in most cases.
- b) Growth needs (high order needs) are delicate and not easy to nurture.

From that theory therefore, events that have necessitated the displacement of the learners that the researcher was investigating such as wars, made displaced people long for security first before education. Research also showed that, children whose families were in turmoil due to separation from their parents by death, under achieved in their academic

performance, (Block, and Burke, 1986). In case of esteem needs being thwarted, they produce feelings of inferiority, weakness and helplessness. Research showed that students identified as troublesome in schools often lacked self-respect and had low self-esteem. In that case, such displaced learners due to conflicts, would have a lot of psychological instability due to what they had experienced in their lives, some saw their parents killed, lack of food and all basic needs that would enable them concentrate and to do any meaningful work in class, (Emery, 1982). Since growth needs are delicate, a teacher should understand, be empathetic but firm and patient while discouraging the learner instead of being impatient when the learners asked questions.

1.11 OPERATIONAL DEFINITION OF TERMS.

Conflicts: Extensive violence and warfare, extreme brutality and random violence.

Conflict zone: This is an area prone to wars internal strife, systematic violation of human rights and/or natural or man-made disasters.

Displaced learners: These are school age children who have been forced to flee their homes/ school suddenly or unexpectedly in large numbers as a result of armed conflicts, internal strife, systematic violation of human right and who are either within or without the territories of their own countries.

Displacement: To be forced to flee ones home suddenly in large numbers, as a result of armed conflicts, internal strife, systematic violations of human rights and natural or man-made disasters.

Dynamic area: Area with people that are in constant motion/ movement due to internal or external factors like conflicts, search of food, security among others.

Environment: The set of physical, chemical, biological components and economic, social and cultural factors relating to a group of people an individual or a living organism interacting together.

Human security: Acts that promote human survival – good health, healthy environment, adequate food, safe water, ability to master ones environment and absence of war.

Management of learning: It is manning of institutions that offer education services so as to give maximum returns to all relevant stakeholders. It involves provision of relevant services like

enabling environment for learning, updated curriculum for use, availability of trained personnel and the use of updated policy guidelines in learning. There is proper coordination between the stakeholders, all aiming at enabling educational institutions to achieve the desired set objectives.

Minority group: A small group in a community or nation, different from others in race, religion, language or otherwise and neglected by state institutions of power. These are people who are prone to difficulty in accessing their rights for example, education, infrastructure, health facilities and other related amenities entitled to them unlike their counter parts who are close to institutions of power.

Psychological stability: Factors that favor the positive state and functions of ones mind, like absence of threats, presence of peace, and enjoyment of ones human rights to the fullest.

Refugees: Individuals fleeing persecution across an international border to live in a different country rather than their original country for political or religious reasons, or because there is shortage of food among others.

Stakeholders: Organizations and institutions concerned about management of education of the displaced learners (Refugees)

like government and Non-Governmental institutions for example, UNHCR, CARE Kenya and Don Bosco.

2.1 INTRODUCTION

The chapter discussed the reader's literature on the following topics: Salient qualities of sound management of education; Sound management of education; A critical overview on conflict, direct and indirect factors contributing to conflicts in education; The summary of the importance of sound management of education; Possible factors that lead to unrest in such areas and ways of managing them in order to achieve the accomplishment of higher needs as stated in the hierarchy of needs discussed earlier and provided a summary management of education of the displaced population. The chapter also discussed that the literature reviewed in this chapter is a compilation of the researches that investigated the role of sound management of education in achieving the desired effective management of learning by relevant stakeholders.

2.1.5 SALIENT QUALITIES OF SOUND MANAGEMENT OF EDUCATION

Though various ways to manage education and the goals to be achieved are likely to vary, consensus emerges on the need to what it does namely, facilitate (Koppen, 2013), achieve an intention or any programme, a variable set of policies, goals and strategies of implementation should be in place when it the

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

The chapter discussed the related literature under the following sub topics; Salient qualities of sound management of education; issues of sound management of education in conflict areas, African overview on conflicts, displacement and its impact on education; factors contributing to conflicts in Turkana district and the summary. It was of paramount importance to be aware of possible factors that lead to unrest in such zones and highlighted ways of managing them in order to pave way for accomplishment of higher needs as stated in the Maslow's hierarchy of needs discussed earlier and provoke questions on why management of education of the displaced (Refugees) was not appropriate. It was hoped that the literature review would prompt realization of the need to investigate the factors that hindered effective management of learning by relevant stakeholders.

2.1 SALIENT QUALITIES OF SOUND MANAGEMENT OF EDUCATION

Though views on how to manage education and the goals to be achieved may slightly vary, concurrence emerges in literature as to what it could basically constitute, (Kapenya, 2001). Before an initiation of any programme, a workable set of policies, goals and strategies of implementation should be in place since as the

Universal Declaration of Human Rights, the United Nations principle puts it "a decision is generally no better than the information used to make it." Those charged with the formation of policies, goals and strategies should not only work in co-ordination, but should also be plugged into an efficient, up-to-date education of the displaced, its management and such a system within an easy reach of users, is a prerogative, (Cohen and Marrion, 1994).

A team of experts had a good chance of formulating a well-designed policy when armed with appropriate research. A layout of achievable goals, workable and well co-coordinated strategy within the framework of the global UN international objectives and guiding principles should be the aim. All the stakeholders should agree upon the desired nature of the programme and the teaching methodologies and the resources. It was worth noting that unlike the internally displaced people who existed within the boundaries of their countries, refugees come from different countries as in the case of Kakuma refugee camp, where the schools in Kakuma had children originating from Sudan, Ethiopia, Burundi, Somalia, Democratic Republic of Congo, Rwanda and Uganda, (Kapenya, 2001).

Areas such as management skills in teachers, teacher competence, methodologies of implementation and pupils

achievements need to be assessed with defined goals and policies in mind. The goals and policies should be under scrutiny. The expressed aims cited in policy documents should not merely be expectations to be realized along the way, but should be accompanied by clear cut feasible strategies for their achievement, (Otiende and Reglonds, 1999).

As Glasgow and Robinson (1996) put it, research reports showed that it was the teacher who was aware of desired changes and proper managements of education to yield the best results after instruction and therefore, should be conscious of the needs and expectations of education in refugee camps. So, it was the teacher who must deliberately plan how best to help the pupils, regardless of their disabling backgrounds, race, nationality, culture, sex and religion. In that case teachers were the implementers of developed policies and through them appropriate policies were formulated and later revised to keep pace with the changing trends of the society. Teachers were the advisors to policy makers, and they were implementers of the policies they helped to develop.

Conflicts in Turkana district and regular displacement cannot be addressed nor can pervasive poverty and threats to human security be confronted without the protection of minority rights in Kenya. Minority groups like the Turkanas and Merilles in Turkana district face all the above stated problems notwithstanding the

fact that they may often undergo a plethora of violations such as displacement and exclusion, although they still lived in Kenya.

In the preamble to the 1992 United Nations declaration on the right of persons belonging to the national or ethnic, religious and linguistic minorities it was stated that the promotion and protection of the rights of minorities would contribute to the political and social stability of the country in which they live, that was conflict free zones. To curb the conflict problem in Turkana district as in other related zones, there was need for mechanisms that improved adherence to international standards. Also to allow dialogue among communities and resolve existing conflicts, while at the same time preventing new emerging conflicts.

The lack of significant development in terms of tackling and reducing poverty meant such groups of people inevitably suffered the most. Education demands become the least thought of agenda because much effort was geared towards human security. In that case, human security implied to such acts that promote human survival and included health provision, food, water, clean environment, and absence of war among others.

2.2 ISSUES IN MANAGEMENT OF EDUCATION IN CONFLICT ZONES

Managing education among the displaced learners in areas of conflict has several issues pertaining to it. Refugees come from different countries where they would need differentiated curriculum to cater for their educational needs. The right curriculum, which cuts across the line, becomes the first issue. Evaluation still largely controls the curriculum. Whenever it was not examined nor assessed, it was considered to be of weak currency, (Carson, 1973) and thus not producing effective result of the curricula.

The question then was how to harmonize the curriculum to cater equally for all the named learners to enable them to compete favorably with their colleagues in a relatively conducive environment of learning. Oyugi, (1995), states that so long as the same curriculum was given to these learners in refugee camps, questions testing the abilities in the education given would continue to appear in the national examinations. However, if the pupil was examined solely on whether he could define the modes of action and identify issues on which those modes could be applied the evaluation falls short of its goals. The pupil had to be observed applying those skills or examples in practice.

Conflicts have serious educational consequence. Violence, genocide, extreme brutality and warlordism have led to growth

of deceleration, political instability, poor management, bad governance, mal-distribution and ecological destruction. Children who had watched their parents being killed, their mothers being raped or physically injured and had encountered other traumatic experiences, hardly concentrated on their education during post war period. They therefore require much understanding and knowledge in rehabilitating such children if they were to benefit at all from education (*Report of the Secretary General on Children and their Education and Armed Conflict – 19th July 2000*) A child coming from a poverty stricken background due to aftermaths of war may have an attitude change after rehabilitation but still feels helpless to act according to it.

According to *Connect, (1993)* there are variables that need to be accounted for, which include situational factors like economic constraints and social pressures, if knowledge was to create awareness that finally leads to improved education among the displaced learners. It was worth noting that, all the stakeholders, that work to help the refugees, must team up together, if education amongst the displaced persons was to be achieved fully. If the country's education action, take the form of a number of separate measures which, though intended for different groups of the population (and different levels in education system) do not constitute national strategies, there is

danger of achieving little more than sporadic efforts towards the education of children at risk, (*Crisp and Yassin, 1999*).

The futility of those efforts arose from the fact that there was no positive relationship between all the stakeholders that work towards management and implementation of education amongst the displaced learners. Lack of a central system to facilitate information flow on existing initiatives on such education could and has led to 'duplication of efforts, confusion and lack of comprehensive implementation strategies, (*Oyugi, 1995*).

2.3 AFRICAN OVERVIEW: CONFLICT, DISPLACEMENT AND ITS IMPACT ON MANAGEMENT OF EDUCATION

In spite of global efforts to curb conflicts because of the effects it has, to date conflicts are common all over the world and Africa in particular. In all cases school going children have always been the hardest hit in the scenario as indicated in the following extracts, (*Adam, 2003*): -

- COTE D' IVORE: Began the process in 1958, expelling 10,000 natives of Dahomey (present day Benin), followed by 10,000 Ghanaians in 1985. The country is still expelling Burkinabes.
- GHANA: Expelled nearly one million people in 1969.

- Nigeria: Expelled about 1.5 million people of West African origin in 1983, and there after 700,000 more from Ghana, Niger and other countries.
- South Africa: Expelled 80,000 Mozambicans and 90,000 citizens of other African states in 1994.
- Gabon: Expelled 55,000 foreigners in 1995.
- Ethiopia: expelled 50, 000 Eritreans in 1998.

In Kenya, according to Africa Watch, (1996), many schools that previously included students from all ethnicities now have students from one ethnic group, a case of Owiro Primary school in Nandi North district, which in 1993 used to have 400 predominantly Luo pupils only managed to get back 40 Kalenjin pupils after the clashes in 1994. The number of teachers had shrunk from fifteen to only four. The local headmaster reportedly said they lost all textbooks during the clashes. The pupils didn't have uniforms, were often sick because of their living conditions, which had deteriorated. In Kapkateny, Bugoma District camp, residents attempted to open two primary schools to cater for about 150 children but it was immediately closed down due to violent attacks from the warring communities, Luhya and Kalenjin, (*Daily Nation, May 31, 1993*). These are just but a few cases in how conflict can adversely affect the management of education in schools. It deprives children of any formal educational opportunities whatsoever.

2.4 FACTORS CONTRIBUTING TO CONFLICT IN TURKANA DISTRICT AND HOW THE FACTORS ARE MANAGED

As explained earlier, conflict was a dangerous event that can cause significant human and economic loss. It destroys systems and structures that have taken a long time to build. While they do not spare human beings, most do not occur in any form or sequence that would guide towards any form of prediction. Some are sudden and extremely destructive and their causes are as varied as their identity.

Turkana district as explained earlier was a zone that was vulnerable in Africa and especially in Kenya. It had harsh climatic conditions which were unfit for human habitation, and as a result basic needs like food and accessibility that is road network are scarce. Major migrations and conflicts from time immemorial have stemmed from people's vulnerability and need to survive. In the event of struggling for these resources fighting erupts. Turkana being a border area was prone to raids from other ethnic groups in the neighboring countries. History points out that northern Kenya, southern Sudan, northeast Uganda, south and western Ethiopia and Somalia respectively, were regions prone to both inter and intra border insecurity. The most notable had been the ever increased livestock rustling and banditry. Besides traditional problems, those remote areas were far away from political centers of power and were regarded as

zones of little or no productive potential; hence little attention if any was focused on those regions in terms of security, (Adam, 2003).

Historically, the colonials deemed those areas hostile and consigned them to developmental neglect. Several decades after independence, the same problem persisted and had advanced in a more sophisticated way, culminating in deaths and massive displacement when such raids occurred. The glaring omission was the seemed reluctance of government policy to institute meaningful and lasting intervention mechanisms. According to the unpublished Kiliku Report (1992), the state sponsored violence of 1992, which mostly affected the minority groups in North Rift, as explained earlier, were practical examples. As Ciru Mwaura and Sussane Rop, points out in the unpublished information, (Adam, 2003), "There was no concrete policy frame work to manage conflict associated with pastoralism and land disputes in Northern Kenya, no clear policies to manage education of the constantly displaced learners; existed initiatives were often characterised by coercive military interventions by the state, on one hand and advocacy type intervention by civil society on the other"

The government approach to life and property in those areas was hardly adequate. That in turn had forced these communities to defend themselves and their property from such

attacks. School age children were kept fully engaged in society demands like training to become defenders of their society or generally reluctant to go to school because of insignificant societal benefits attached to it. The Office for Security and Co-operation in Europe (OSCE),(1994) in its various documents stated in its Copenhagen declaration that persons belonging to minorities are those people with collective identity be it ethnic or otherwise and dis-empowered by state institutions of power. It was worth noting that endemic conflicts in Turkana district and regular displacement cannot be addressed nor can pervasive poverty and threats to human security be confronted without the protection of minority rights in Kenya. Minority groups like Turkanas and Merilles in Turkana district faced all the mentioned problems notwithstanding that the fact that they may often undergo a plethora of violations such as displacement and exclusion.

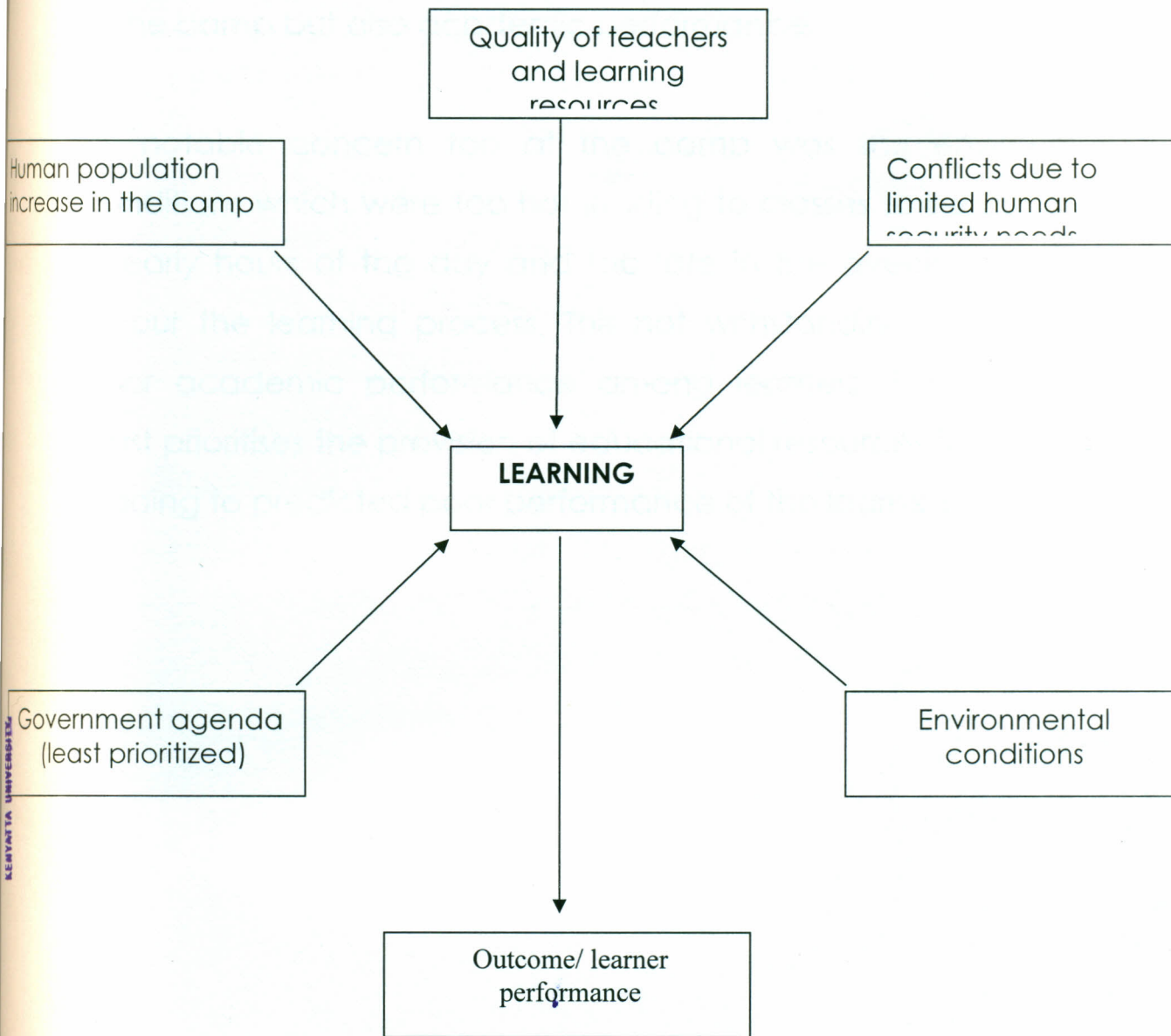
In the preamble to the 1992 United Nations declaration on the right of persons belonging to the national or ethnic, religious and linguistic minorities it was stated that the promotion and protection of the rights of minorities would contribute to the political and social stability of the state in which they live that was conflict free zones. To curb the conflict problem in Turkana district as in other related zones, there was need for mechanisms that improve adherence to international standards and allow dialogue among communities and resolve existing conflicts

while at the same time preventing new emerging conflicts. The lack of significant development in terms of tackling and reducing poverty means such groups of people inevitably suffer the most. Education demands become the least thought of agenda because much effort was geared towards human security. In that case, human security implied such acts that promote human survival and included health provision, food, water, clean environment, and absence of war among others.

2.5 SUMMARY

In essence, those factors that affect the management of learning as observed in the chapter on literature review were conceptualized in Figure 2.0. When there was increased human population at the camp, competition for available limited resources increased and educational needs became less of priority. Such zones too, were given the last priority by the government; hence provision of security and other basic amenities become scarce. All these would contribute to poor academic performance by learners.

Figure 2.O: Possible factors affecting the management of learning



As indicated by the conceptual framework above, poor training among teachers and limited learning resources compounded by higher number of pupils in classes have yielded to poor academic performance among learners. Conflicts too due to limited human security needs in the camp have led to instability within the camp

affecting negatively not only the order of the day to day activities in the camp but also academic performance.

3.8.2.2.2.2.2.2

Of notable concern too at the camp was the environmental conditions which were too hot leading to classes to be conducted in early hours of the day and too late in the evening in order to favour the learning process. This notwithstanding contributed to poor academic performance among learners. The government least prioritises the provision of educational resources to these areas leading to predicted poor performance of the learners.

3.8.2.2.2.2.2.2

3.1 RESEARCH DESIGN

The research was conducted using a descriptive design. The purpose of the study was to determine the factors that influence the academic performance of learners in the study area. The study was conducted in a descriptive manner to identify the factors that influence the academic performance of learners in the study area. The study was conducted in a descriptive manner to identify the factors that influence the academic performance of learners in the study area. The study was conducted in a descriptive manner to identify the factors that influence the academic performance of learners in the study area.

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CHAPTER THREE: RESEARCH METHODOLOGY

3.0 INTRODUCTION

The main focus of the chapter was to present the method employed by the researcher in investigating factors hindering the effective management of learning among displaced learners in conflict zones. The study was carried out at Kakuma Refugee Camp. The following sections were discussed: research design, location of the study, the target population, sample, research instruments, pilot study, validity and reliability, data collection techniques and data analysis.

3.1 RESEARCH DESIGN

The research design for the study was a descriptive survey in nature. The study design involved examination of factors that teachers, pupils, security officers and education officers identify as hindering effective management of education amongst displaced learners. Questionnaires were designed for programme managers, education officers, teachers and security officers while a pupil appraisal test was given to selected pupils in classes three and six.

Descriptive research design was relevant because such a design enabled the researcher to obtain pertinent and precise information concerning the existing status of the phenomena

and whenever possible to make relevant conclusions from the data collected, (McCormick, 1984). A descriptive survey determines and reports the way things are, (Gay, 1976). The method was non experimental because it dealt with relationships among non-manipulated variables for analysis (of their relationships) since the events had already occurred, (Best & Khan 1993).

3.2 LOCATION OF THE STUDY

The researcher carried out the study at Kakuma Refugee Camp, approximately one thousand kilometers from Nairobi. It was located about five kilometers from Kakuma town, a hundred and twenty kilometers north-west of Lodwar town along Lodwar Lokichogio Highway. The camp was established in July 1992 initially for Sudanese refugees who had trekked for months after fleeing their camps in Ethiopia. It covers an area of approximately 30 Square kilometers.

Kakuma was a multinational community providing a home to people from seven different nationalities as well as over twenty ethnic groups, the vast majority of whom are Sudanese but also a large population of Somalis and Ethiopian nationals are also accommodated. Others refugees include Rwandese, Burundians, Congolese and Ugandans. The regional climate was hot and dry with occasional dust storms. Due to the harsh

climatic conditions, no substantial farming activities were carried out in Kakuma just like the entire Turkana District as stated in the seminar paper presented by Kimathi, (2003).

3.3 TARGET POPULATION

The population in the study referred to a set of people to whom the researcher could generalize the result of the study. The population in this study was teachers, pupils, education officers and security officers in the Kakuma Refugee Camp. The population was targeted because it would be the source of information on factors contributing to management of learning for refugees. There were seven primary schools containing approximately two thousand five hundred pupils; one hundred teachers, four education officers, three program managers, three security officers and one area chief.

The seven schools were classified as category (A) that used English as a means of communication and had its population representing all the seven nationalities and categories (B),(C),(D),(E),(F) and (G) that used native languages as means of communication. This therefore, meant category (A) schools were more representative than the other categories. The summative table for the target population was shown in Table 3.1.

Table 3.1 Target Population

GROUP/TYPE	POP. SIZE
Pupils	2500
Teachers	100
Security Officers	3
Educational Officers	4
Programme Managers	3
Category 'A' Primary Schools	7
Area Chief	1
TOTAL	2,618

3.4 POPULATION SAMPLE

The sample population for the study was drawn from 7 schools, 100 teachers, 2500 pupils, 3 security officers, 4 education officers, 3 programme managers and 1 area chief in Kakuma Refugee Camp. The schools, which had pupils and teachers from all or majority of the named nationalities, that was, Sudan, Ethiopia, Somalia, Rwanda, Burundi, Congo and Uganda were represented in the sample.

Classes, which had pupils representing all the seven nationalities, were used in the sample population. A group, whose population size was less than five, had all except one of their members each, represented in the sample. The exempted members were used for piloting. 10% of the members in a group whose population size was larger than 50, was represented in the sample population. According to Gay (1976), for descriptive research, a sample size of 10% of the population was considered minimum; while Cohen and Marrion (1994) established a sample size of 30 as the minimum when statistical analysis was to be used. But the research was descriptive in nature.

3.5 SAMPLING TECHNIQUES

To select a sample population of the study, the researcher used a multi-stage sampling technique in selecting the pupils who were included in the study sample. Purposive sampling technique was used in selecting the schools, because in category (A) were the school, which had pupils from all the named nationalities, and the media of communication was English. Stratified random sampling was used to get all seven nationalities represented. In this case, all pupils in category (A) schools were put into seven strata to correspond to their respective nationalities, as shown in table 3.2 in the subsequent pages. From records, at UNHCR headquarters in

Nairobi, classes three and six had pupils representing all the seven nationalities, so the researcher narrowed down, purposively to the two classes, as explained in chapter one, under scope and limitations of the study. The researcher, however, did not intend to compare the two classes.

To pick the 10% of pupils for the sample, pupils in named classes were put into seven stratum corresponding to their countries of origin. Representation of all nationalities was justified because factors that led to conflicts and how learning was managed in every country may be as varied as the number of countries named. Systematic sampling was used in picking the pupils to be represented in the sample. The same method was used in selecting teachers to be represented. Lottery method was used to select the representative pupils in countries where their respective number was less than four. Purposive sampling was used in selecting the security, education, programme officers and area chief. Four pupils that were not part of the sample in the named classes were used to pretest the instruments, as shown in the Table 3.2

TABLE 3.2 Sampling Grid

COUNTRY	PUPILS				TEACHERS		OTHERS		
	CLASS 3		CLASS 6						
	POP	10% SAMP.	POP	10% SAMP.	POP	10% SAMP	Educational officers	Programme officers	Security officers / chief
SUDAN	28	3	25	3	15	2	-	-	-
ETHIOPIA	36	4	35	4	5	1	-	-	-
SOMALIA	30	3	25	3	16	2	-	-	-
RWANDA	32	3	26	3	16	2	-	-	-
BURUNDI	25	3	27	3	3	1	-	-	-
DRC	35	4	28	3	15	2	-	-	-
UGANDA	20	2	15	2	15	2	-	-	-
KENYA	-	-	-	-	15	2	3	2	3
TOTAL	191	22	181	21	100	14	3	2	3

The total sample population is 65.

NB:

Pop -Population

Samp - Sample

DRC - Democratic Republic of Congo

3.6 RESEARCH INSTRUMENTS

Two types of research instruments were constructed and used. They included;

- (i) Five questionnaires for education officers, teachers, security officers, chief and programme managers at Kakuma refugee Camp;
- (ii) Pupils' appraisal test for classes 3 & 6.

The questionnaires were both quantitative and qualitative (see Appendix C). They were tailored towards obtaining information on the following: nature, comprehensiveness, feasibility and accessibility of existing government policy on education programmes among the displaced learners; nature of security in the area and its impact on management of education; constraints, teachers and education officers encountered while trying to administer learning among the displaced children and curriculum they use while handling the same. Programme managers were also asked about constraints they faced while handling education for refugees and their recommendations.

A Pupil appraisal test was given to sampled learners. It was used to determine whether the learners were benefiting from the new curriculum. Their performance reflected on the management of education at Kakuma Refugee Camp. Poor performance provoked relevant questions to be asked and possible solutions recommended.

3.7 PILOT STUDY

The pilot study, included those who were not in the main study sample. These were 5% of selected personnel from teaching staff, one security officer and one programme manager, including the area sub chief were given questionnaires. Eight pupils selected from classes three and six were given a paper and pencil pupil appraisal test. It was pre-tested to help in the assessment of tools to check on their suitability while in the field.

3.8 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS

The validity and reliability of the research instrument were ascertained by using split-half method where the researcher selected four pupils, split them into two equal groups and scores in the same tests given into two groups were correlated. The validity and reliability of the test divided into n equal parts were given by a generalized Spearman Brown Formula:

$$r_w = \frac{nr_p}{1+(n-1) r_p}$$

any

where r_w = reliability
and r_p = co-relation between
two Parts

Validity was then calculated using the formula:

$$\frac{\% \text{ of upper 27\% of pupils - \% of lower 27\% of pupils}}{\% \text{ of upper 27\% of pupils} + \% \text{ of lower 27\% of pupils}} = \text{Validity index}$$

$$\frac{\text{who got item right}}{\text{who got item right. of item}} \times 100$$

Note: Only items of positive indices were accepted as valid. The pupils' scores in the school under pilot study in the valid items was then used to calculate the reliability of the test as mentioned above. The actual co-relation between the two halves of the test was obtained by the formular, (Ebel, and Frisbie, 1991).

The Correlation coefficient method was computed in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered (Orodho, 1998). The validity of the instrument was approved further by the expert advice from the supervisors.

3.9 DATA COLLECTION PROCEDURE.

The researcher personally visited the area of study to survey and collect relevant information. Letters were written to seek permission to carry out the research in the stated area. The approval to conduct research in the named area was sought through the office of the President, and the officer in charge of the education programme at Kakuma Refugee Camp at the UNHCR headquarters in Nairobi, and the head teachers of the named schools at Kakuma where the research was conducted.

During the visit, the researcher discussed with the possible respondents the issues at hand and thereafter distributed questionnaires and agreed with them how the completed questionnaires were to be collected. For the security officers, the researcher set questions that concerned the state of peace in the area and measures involved in management of the same. While in the field, the researcher used an observation checklist to collect other relevant information that was of benefit to the study. This was administered in the dining hall, during games while interacting with the pupils, in class, at break and in their halls of residence. From their participation, the researcher gained in depth information about the comfort, the feelings and the adjustment of the pupils in the new place. The researcher used one teacher who was well versed with education programmes at Kakuma Refugee Camp to aid him in the research.

3.10 DATA ANALYSIS

Descriptive statistics was used to analyze and present information obtained on demographic data and factors that hindered the effective management of education among the displaced learners in conflict zones based on the Maslow's Hierarchy of Needs Theory. Both quantitative and qualitative analyses were used in the study.

For the open-ended questions, the researcher went through them, categorized them and established themes. Data were then coded, entered into the computer using the SPSSX Programme and thereafter analyzed into descriptive statistics.

On the exams given to classes three and six the researcher graded the test using the examination-grading system (see Appendix F). Thereafter, the researcher entered the marks and analyzed pupil performance. A Four-point Likert scale was used in analyzing questionnaire items for the chief and education officers since they were pre-coded as shown in appendix C. The information was coded on the computer and the data was then analyzed using descriptive statistics. All information was further analyzed using the statistical package for social sciences, (SPSSX).

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.

4.0 INTRODUCTION

The data obtained were analyzed in order to obtain the actual factors, which hindered effective management of learning among displaced children in conflict zones, such as Kakuma Refugee Camp in Turkana District of Kenya. Data were collected from teachers, education officers, programme managers, security officers, the chief and pupils. The collected data aimed at establishing the factors which hindered effective management of learning among displaced children and to determine which steps had been taken to improve the management of learning in the camp. Also to investigate the main factors which led the refugees to flee their own countries to the camp and also to find out how conflicts in the camps were being managed to create favorable environment for learning, as shown in (Appendix c)

Questionnaires for education officers and programme managers centered mainly on how learning was managed at Kakuma refugee camp, the constraints faced by its management in line with funding, curriculum used, availability and relevance of books used, teacher qualification, accessibility to learning by all displaced learners and accessibility to quarterly and national examinations.

Data were also collected from teachers, programme managers, security officers and education officers on the steps that had been taken to improve the management of learning in Kakuma Refugee Camp. The summaries of the findings are presented in the tables below.

Table 4.1, Steps taken to improve management of learning

Steps taken to improve management of learning	Frequency of responses	Percentage
Rules and regulations set	20	91
Establishment of teacher training programmes	17	77
Requesting the government support	16	73
Liaising with the ministry of education	14	64
Requesting for more basic needs from NGO's	19	86

(n = 22)

In Table 4.1, almost the respondents agreed that there were steps being taken to improve the management of learning in the camp. Approximately 91% of the respondents said there were operational rules and regulations set out to discipline errant learners while 77% agreed that in-service programme for teacher training was being started to equip teachers with the necessary skills and knowledge. Almost 73% of the respondents said that the government was

requested to assist in financial and material support, while 64% agreed that the camp was lasing with the ministry of education to post teachers with relevant training to the camp while 86% said that the authorities in Kakuma were spearheading campaigns for more provision of basics needs by existing and other NGO's to the learners.

The information on the factors that led the refugees to flee their home countries to the camp was collected through questionnaires given to programme managers, security officers and teachers. The information has been analyzed and interpreted as shown in Table 4.2.

Table 4.2, Main factors that led refugees to flee from their home countries.

Reason that led refugees to flee home countries	Frequency of response	Percentage (%)
Political instabilities	19	100
Mal-distribution of national resources	10	53
Wars and extensive violence	15	79
Extreme brutality and random violence	18	95
Raiding by other communities	13	72
Hostile climate	8	42

(n = 19)

Table 4.2 show that all the respondents agreed that political instability in their home countries by refugees was the main factor that caused their flight. About 53% blamed mal-distribution of national resources, hence, making the people to seek for the same in refugee camps. Close to 79% claimed that it was a result of wars and extensive violence that contributed to their flight while 95 % of the respondents affirmed that random violence and extreme brutality were the main causes. Approximately 72% said that raiding from their neighbouring communities contributed to their displacement while 42% cited hostile climate as the main cause.

Security officers and area chief were asked questions on the state of peace prevailing within the camp and its environs with the aim of ascertaining the conduciveness of the environment where learners who have been displaced could have ample time for learning. These were aimed at making the learners to compete competently with their counterparts in relatively stable environments in order for them to achieve the desired objectives as set by the Ministry of Education, Science and Technology and other stakeholders. The findings and interpretations have been presented in Table 4.3.

Table 4.3 Responses from security officers and programme managers on steps taken to manage conflicts

Steps taken to manage conflicts	Frequency of response	Percentage
Increasing security officers	4	80
Mixing together refugees	5	100
Reinforcing existing rules and regulations	3	60
Assistance to Turkana community	4	80

(n = 5)

As shown in Table 4.3, the respondents agreed that there were some steps being taken to curb the rising conflicts within the camp and its environs. The respondents were programme managers, security officers and the area chief. About 80% said that more security officers were being deployed to man the camp while all the respondents were in the affirmative that the refugees from diverse backgrounds were being resettled together in the same areas to increase interaction and co-existence, hence, developing the spirit of brotherhood. Almost 60% of the respondents said that the existing rules were being tightened to curb the conflicts, while 80% of the respondents said that food and other material needs given to refugees were also being given to the surrounding Turkana community to minimize their raiding activities in search of food.

Pupil appraisal tests for classes three and six were used to check on whether desired learning was going on at Kakuma Refugee Camp and whether learners who had been displaced were benefiting from education like their counterparts in relatively stable zones. The presentation below fell into four categories as per the objectives of the study, which were:

- (i) Factors that hindered the effective management of learning among the displaced children in the camp,
- (ii) Steps that had been taken to improve the management of learning in the camp,
- (iii) The main factors that led the refugees to flee their own countries and come to the camp, and
- (iv) How management of conflicts within the refugee camp was done.

4.1 RELEVANT QUESTIONS ADDRESSING OBJECTIVES

The first objective that the researcher set to achieve was to investigate the possible factors that could have contributed to poor management of learning among displaced children in conflict zones. In order to achieve that objective, questionnaires were set and distributed to fourteen teachers, three education officers, two programme managers, one area chief, twenty-one pupils from class six and twenty-two pupils from class three, {see Tables, 4.4 to 4.14(c)}.

Table 4.4, Pupil enrollment

CLASS	ENROLLMENT
1	170
2	154
3	191
4	170
5	116
6	181
7	120
8	130
8	1262

(n=8).

Table 4.4 showed that 100% of the classes, had pupils ranging from 116- 191. Those pupils per class were each handled by one teacher. About 21% of the classes had over 180 pupils each, while 63% had over 150 pupils each. From presented data, it was evident that the majority of the classes were too large to be taught effectively by one teacher.

Table 4.5, Countries of origin of refugees

COUNTRY	NUMBER OF LEARNERS PER CLASS			
	CLASS 3	PERCENTAGE (%)	CLASS 6	PERCENTAGE (%)
SUDAN	28	15	25	14
ETHIOPIA	36	19	35	19
SOMALIA	30	16	25	14
RWANDA	32	17	26	14
BURUNDI	25	13	27	15
REPUBLIC OF CONGO	35	18	28	15
UGANDA	20	10	15	8
TOTALS	191	100	181	100

(n=7).

Question 5 on the teachers' questionnaire asked on the origin of refugees. From Table 4.5, it showed that all the pupils 100% in class 3 and 6 in Kakuma camp were refugees. The country, which had the highest number of refugees in the two classes, was Ethiopia, with 19% in classes 3 and 6 of the total population. Congo was second with 18% in class 3 and 15% in class 6. Uganda had the least number of refugees with class 3 having 10% and class 6 with 8%.

Table 4.6 Behaviors portrayed by learners

PUPIL BEHAVIOR	TEACHERS FREQUENCY OF RESPONSES	PERCENTAGE
Task avoidance	11	79
Day dreaming	8	57
Withdrawn behavior	10	71
Hyperactivity	11	79
Rude to authority	9	64
Noise making	13	93

(n=14)

Table 4.6 showed that, 79 % of the respondents said some pupils avoided tasks given to them by the teachers, 57% indicated that most pupils daydreamt in class during lessons and 71% said many pupils were hyperactive in class. The Table also revealed that 79% of the pupils were hyperactive in class while 64% of the pupils were rude to authority. 93% of the respondents said that almost all the learners were noisemakers in class, and thus interfered with learning.

As was pointed out in Table 4.4, big classes had poor teacher/pupil ratios and thus could be the cause of the misbehavior. It is worth noting that poor class control made some teachers poor managers of learning. Some behaviors like hyperactivity and hypo-activity could signify a lot about the children's past experiences in life, for

example, was contributing to psychological torture. The aforementioned behaviors contributed to poor performance among learners.

Table 4.7, teacher training.

REACTION	FREQUENCY OF RESPONSES	PERCENTAGE (%)
Not trained	8	57
Least trained	4	29
Fairly trained	2	14
Well trained	0	0

(n=14)

Teachers who were not trained were those who just completed primary or secondary education and were recruited to be teachers without basic teacher training. Those who were least trained were those who teach this category of learners but had not undergone any formal training in teacher training colleges. They comprised teachers who were class eight dropouts and a few from four leavers. The fairly trained teachers here referred to those who were P1 teachers but not trained on how to handle the category of learners though they had some in-service courses, while those named as well trained referred to teachers who had relevant training on teaching the category of learners who were refugees.

About 57% of the respondents said that there was no teacher training given to them, to effectively teach the refugee learners; while 29% said that they were least trained while only 14% of the teachers said they were fairly trained.

Table 4.8, Teachers' willingness to work with displaced learners

Response	Frequency	Percentage (%)
SA	-	-
A	3	21.4
D	8	57.1
SD	3	21.4

(n=14)

Key:

SA – Strongly Agree; A – Agree;
 D – Disagree; SD – Strongly Disagree.

Table 4.8 showed that none among the respondents were strongly willing to work with displaced learners especially with the connotation that such learners were confined in camps which in most cases were situated in hardship zones. Approximately 21.4% of the respondents said that they would agree to teach refugee students only if there were fringe benefits attached to the position,

for example, hefty allowances. Almost 57.1% disagreed while 21.4% strongly disagreed with the notion of teaching refugees.

The unwillingness of the personnel to work among learners who had been displaced due to conflicts may be one of the contributing factors hindering effective management of learning among the displaced children.

Table 4.9, Responses on books

ISSUE	FREQUENCY OF RESPONSE				TOTAL PERCENTAGE
	SA	A	D	SD	
Availability of books	33.3%	66.7%	-	-	100
Adequacy of books	-	-	66.7%	33.3%	100
Relevancy of books	-	33.3%	66.7%	-	100

(n = 3)

As presented in Table 4.9, 33 % of the respondents strongly agreed that the books were available, while 67% just agreed. About 67% disagreed that the books were adequate for use by the learners while 33% strongly disagreed on the adequacy of books. It was also agreed by 33% of the managers that the books were relevant for use in the camp while 67% disagreed on the relevancy of books.

Table 4.10 The security officers' responses on the forms of conflicts that pose threats on management of learning

ISSUE	FREQUENCY OF RESPONSE				TOTAL %
	SA	A	D	SD	
Learners fighting amongst themselves	-	100%	-	-	100
Scrambling for limited resources	-	67%	33%	-	100
Invasion by Turkana community	33%	67%	-	-	100
Military trained learners	-	67%	-	33%	100

(n = 3)

Management of learning was highly jeopardized by internal and external threats. 100% of the respondents said that learners fought among themselves because of the misunderstanding that they had developed back in their home countries. Close to 67% agreed that refugees fought for limited resources in the camp while all of them agreed that the invasion by the surrounding community (Turkana) to steal basic essential had destabilized the peace within the camp thus causing deterioration of academic performance of learners. 67% of the respondents said that some of the learners in the camp were trained soldiers who were rude to authority in classes.

Table 4.11, Programme managers responses on the use of multi-disciplinary teaching

ISSUE	FREQUENCY OF RESPONSE				TOTAL PERCENTAGE
	SA	A	D	SD	
Use of multi-disciplinary approach	-	-	33.3%	66.7%	100
Accessibility to all examinations	-	-	100%	-	100
Accessibility to learning.	-	-	66.7%	33.3%	100

(n = 3)

Table 4.11 shows that the use of multi-disciplinary teaching approach was not practiced, 33% of the respondents disagreed while 67% strongly disagreed. Of all the respondents, 100% confirmed that not all learners had access to both quarterly and national examination. Asked whether all learners had access to learning in the camp, 67% disagreed, while 33% strongly disagreed.

Table 4.12, Responses on funding, government support and nature of environment

ISSUE	FREQUENCY OF RESPONSE				TOTAL PERCENTAGE
	SA	A	D	SD	
Adequacy of funding	-	-	100%	-	100
Government support	-	33.3%	33.3%	33.3%	100
Nature of environment	-	33.3%	66.7%	-	100

(n = 3)

As presented in Table 4.12, all the respondents were in the affirmative that there were no adequate funding on education for displaced learners in conflict zones. 33% agreed that the Kenya government partly supported the learning for the refugees; 33% disagreed while the remaining 33% strongly disagreed. Of all the respondents, 33% agreed that the environment was conducive to learning in Kakuma Refugee Camp while 67% disagreed. The data showed that the government's attention on learning for the category of learners was low.

4.2 ANALYSIS OF PUPIL APPRAISAL TEST RESULTS

In order to establish the state of learning at the refugee camp, the researcher found it necessary to set pupils' appraisal tests. Performance by the learners could point out whether the curriculum used was relevant and updated owing to the fact that Kenya curriculum was operational. Also it would indicate whether all learners had access to all examinations and learning in the camp. It would also show whether desired objectives of education were being achieved.

Pupil appraisal tests were given to sampled pupils that were 21 from class 6 and 22 pupils from class 3 all of whom represented all the nationalities found in the refugee camp. The respective results were as shown in the subsequent tables.

4.2.1 Appraisal test results for class 3 pupils

The total possible score of the test was 12. Those with (0 – 3) were graded as poor; (4 – 6) graded as fair; (7 – 9) graded as good and (10 – 12) graded as excellent.

Table 4.13(a) Results of class 3 performance.

Grade	Poor		Fair		Good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%
Pupils' frequency of scores.	10	46	8	36	4	18	0	0	22	100

n = 22

Table 4.13(b), Performance analysis between class 3 boys and girls.

Grade		Poor		Fair		Good		Excellent		Total	
		#	%	#	%	#	%	#	%	#	%
Pupils frequency	Boys	4	40	6	75	3	75	0	0	13	59
	Girls	6	60	2	25	1	25	0	0	9	41
	Total	10	100	8	100	4	100	0	0	22	100

n = 22

Key:

- Number

% - Percentage

4.2.2 Pupil appraisal test results for class 6.

The total possible score was 12. Those who scored (0 – 3) were graded as poor; (4 – 6) graded fair; (7 – 9) graded good and (10 – 12) graded as excellent.

Table 4.14(a), Results of class 6 performance

Grade	Poor		Fair		Good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%
Pupils' frequency on scores.	7	33.3	9	42.9	4	19.0	1	4.8	21	100

n=21

Table 4.14(b) Analysis of performance between boys and girls in class 6

and

Grade	Gender	Poor		Fair		Good		Excellent		Total	
		#	%	#	%	#	%	#	%	#	%
Pupils frequency	Boys	2	29	7	78	3	75	1	100	13	62
	Girls	5	71	2	22	1	25	0	0	8	38
Total		7	100	9	100	4	100	1	100	21	100

n=21

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION.

In this chapter, discussions of the findings, summary, conclusions and recommendations are presented in order to highlight some of the critical findings of the study.

5.1 DISCUSSION OF THE FINDINGS

The first objective of the study was to find the factors, which hinder the effective management of learning among displaced children in conflict zones, a case study of Kakuma Refugee Camp. Upon investigation, it was found that indeed, management of learning was below standard as revealed by data collected from fourteen teachers, three education officers, two security officers, the area chief and two programme managers. The same was further confirmed through pupil appraisal tests given to class three and six pupils. As indicated in Table 4.4, the high number of pupils in the classroom coupled with very few, untrained teachers as indicated in the response column on Table 4.7, form the basis of the factors. Classes three and six had 191 and 181 pupils respectively. The Ministry of Education recommends a ratio of 1:40, for better management of a class by teachers and for easing knowledge acquisition by learners, (Carson 1973).

Large classes appeared to be the main cause of pupils' misbehaviour too (McCormick 1984). Although the population alone might not be the only factor contributing to indiscipline cases, it pointed out to be one of them because of lack of individual attention, hence many pupils might be attention seekers for example, by noisemaking, being hyperactive or withdrawn, avoiding tasks given by teachers, day dreaming, among others. As noted in the earlier pages, it was indeed true to note that the learners' backgrounds had a lot to do with their current behaviours. One evening during games time, the researcher took a case of five different pupils in class six and asked them about their past life experiences. Two were girls and three were boys, aged between (18-22) years. Two were from Sudan, one from Ethiopia, one from Democratic Republic of Congo and one from Uganda. 40% of them were married before but they had all their families perish during war in their respective countries, another 40% were soldiers in their home countries while 20% of the remaining were single mothers. From these findings, although they were part of field notes of the researcher, it was found out that many learners in the camp had a lot of psychological instabilities that may not favour learning. This explained why such learners were classified as learners with special needs (see Table 4.1.3)

A cross check on the teacher training confirmed that some teachers at Kakuma Refugee Camp had no training at all while some were not adequately trained. Though efforts were being

made to start a teacher training centre to facilitate training of teachers, it was saddening to note that, since the inception of the education programmes at Kakuma refugee camp, the Ministry of Education had made no efforts to post trained teachers to the camp, nor other stakeholders like the Lutheran World Federation, which was in charge of education at the camp. Infact it was found that over 80% of the teachers were refugees, who struggled to teach in return for very little remunerations. Due to the fact that the camp caters for those teachers freely, authorities took that advantage to give them low pay which demoralized them.

The curriculum used was Kenyan oriented, that was, designed by the Kenyan Ministry of Education Science and Technology to be used by the Kenyan pupils. That therefore, made a lot of rhetorical questions to emerge in the researcher's mind immediately he had assessed the situation on the ground as reflected by the earlier discussions. "Would the refugee teachers, who were not trained teachers by profession, manage to effectively use the Kenyan curriculum to teach the learners?", "What would be the means of communication?" Those and many other questions were raised. It was found out that there was poor command on the use of curriculum, owing to the fact that all the children learning at the camp were from different countries, as shown in Table 4.5. The programme managers themselves concurred that though there were books, they were not adequate for use infact over 66.6% of

them said they were not relevant to be used in teaching the contents of the syllabus, (table 4.9)

Lack of morale by teachers was further seen by their responses on whether they were willing to work with displaced learners in conflict zones. 78% were not willing to work among the displaced learners while 21% were of the idea that they could work with such learners. But even the 21% would only agree if their services were to be highly rewarded with incentives like hardship allowances, among others, (Table 4.8). True to their response, a quick analysis on the living standards of Kenyan programme managers and education officers showed that they were well paid. All of them had four wheel drive personal vehicles among other hefty benefits.

It was found out that there was a sporadic misunderstanding that oftenly lead to wars in Kakuma camp. It was found out that the settlement of the refugees were organized in the order in which they arrived at the camp, their countries of origin, and even their original clans that they belonged to back in their home countries. So the misunderstandings normally arose between different clans or between refugees from different nationalities over petty issues like water points, firewood, and food distribution among others. So chaotic could the scene become at times that, like in a case of 2003, according to the report by security officers, four refugees were killed from Sudan in the camp. During such instances, learning in the camp was greatly disrupted. Reports from the programme

managers indicated that raiding from the neighbouring Turkana community in search of food had contributed to a lot of instabilities in the camp. Though efforts to curb the menace was already put in place by considering the community in the fortnightly distribution of ration to the refugees by the World Food Programme, reports of their ill practices continued to exist. That had contributed a lot to hinder effective management of learning in the camp, (Table 4.10).

Although over 80% of the learners in Kakuma camp came from countries whose climatic conditions were harsh, especially temperatures, the environment for learning in the camp was generally not conducive. First, due to very high temperatures that range from (30°C – 40°C), learning was daily terminated at twelve-noon (12.00 pm). On top of that, over 70% of schools in the camp had dusty floors, not well ventilated and the furniture was not properly designed to suit the learners. Infact because of large classes and small classrooms, the desks were haphazardly arranged which inhibited the teachers' movements in the classroom to monitor what the pupils were doing.

The researcher confirmed these because he personally visited all classrooms during his free hours. Indeed, it was quite perturbing but an existing reality in Kakuma camp, which must be addressed urgently if learning among the refugee children in Kakuma was to bear fruit. The government, as it was reported by the programme managers least prioritizes the education of learners in Kakuma

camp in areas like funding and posting of teachers with relevant skills as discussed earlier, (Table 4.12).

Reports from pupil appraisal tests indeed reflected on how learning went on in Kakuma Refugee Camp. In both the sampled classes, it was in class six that only 5% of the pupils scored excellent results, 19% scored good, 43% fairly passed and 33% poorly performed as shown in the pie chart in Fig. 5.0. For the performance in class three, none of the pupils scored above ten out of the possible twelve scores; only 18% were graded good, 36% fairly performed and 46% poorly performed as shown in Figure 5.1.

A closer look at the performance of learners indicated that many learners performed poorly and going by individual performance, it was girls that performed worst compared to boys in both classes, with 60% being girls and 40% boys of those who performed poorly in class 3. In class six, 71% of those who performed poorly were girls as compared to 29% who were boys. That was also reflected in those who excelled, as only 5% of pupils who excelled in class 6 were boys. This was shown in {Tables 4.14 (a & b)}. Many of those girls were single mothers. This could be one of the reasons why girls performed poorly. A quick crosscheck on learners performance on individual subjects as shown in {Tables 4.13(a & b)} showed that girls' performance in mathematics was worst compared to boys. In fact, none of the girls in both classes scored on sample questions that tested basic knowledge and thought to be the simplest in the

respective classes. However, girls performed better than boys in humanity subjects, with the girls scoring 100% on two sampled questions in class six as compared to 75% scored by boys in the same questions in the same class.

All in all, the girls' general performance was lower compared to that of boys, and the overall final score depicted that much was still needed to be done in order to improve teaching and learning of the displaced learners in conflict zones. These tests were preferred because as Hungerford and Payton (1986) put it, a self-reporting instrument was highly recommended than direct observation because it gave full information of how things were and not what was perceived to be.

Figure 5.0 –Percentage scores in pupil appraisal test for class six

Grade	Poor	Fair	Good	Excellent	Total
Pupils' frequency	7	9	4	1	21
%	33	43	19	5	100

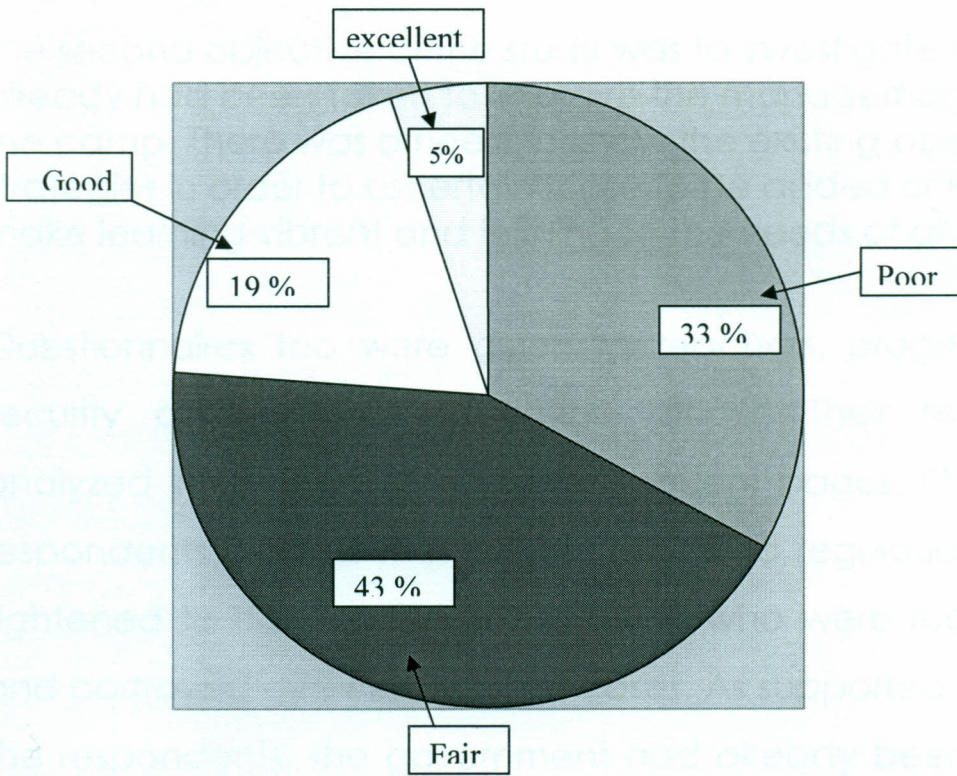
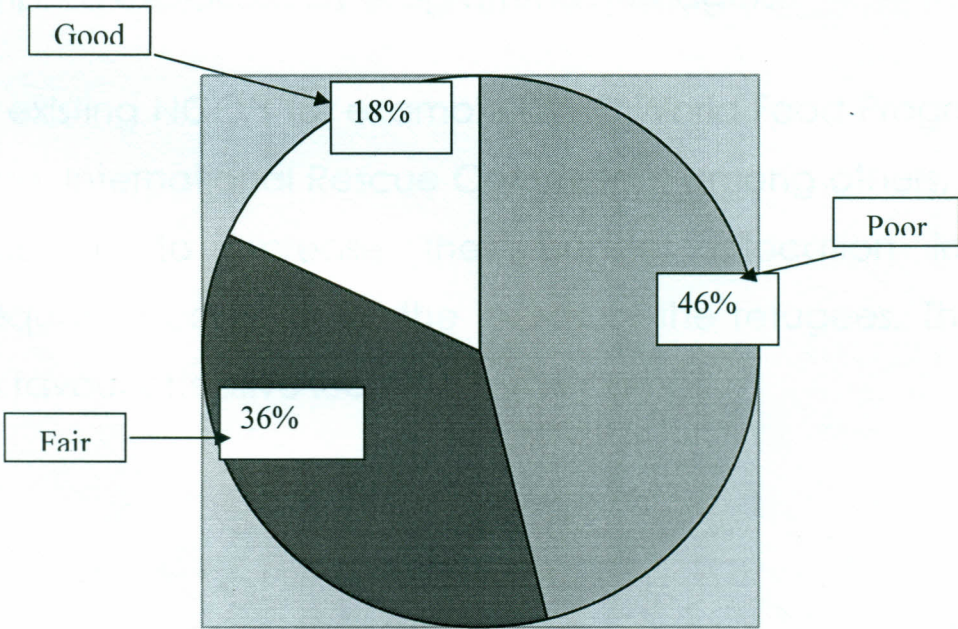


Figure 5.1 –Scores in pupil appraisal test for class three

Grade	Poor	Fair	Good	Excellent	Total
Pupils' frequency score	10	8	4	0	22
%	46	36	18	0	100%



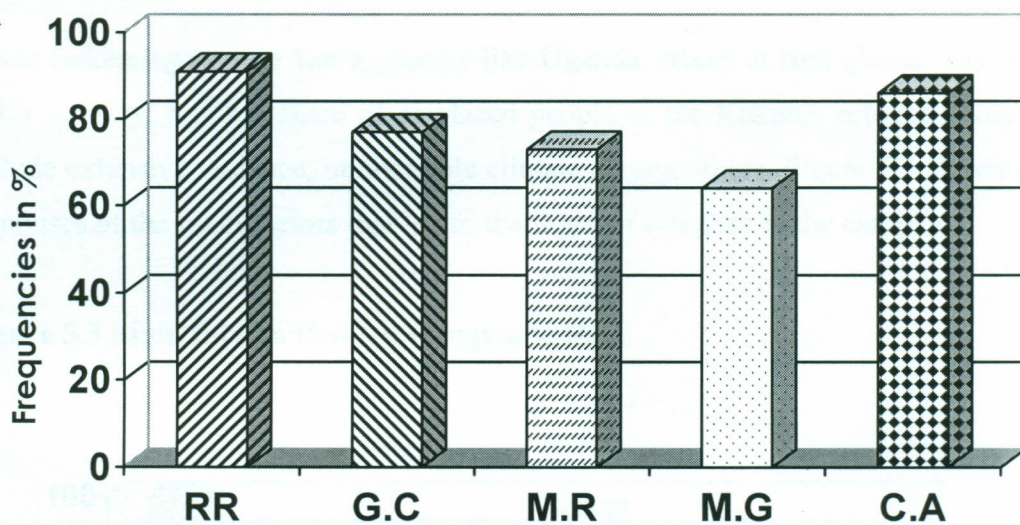
The second objective of the study was to investigate the steps that already had been taken to improve the management of learning in the camp. There was a need to know the existing operational strategies in order to ascertain those to be added or improved to make learning vibrant and fulfilling to the needs of all learners.

Questionnaires too were given to teachers, program managers, security officers and education officer. Their responses were analyzed in Table 4.1.2 in the subsequent pages. Over 90% of the respondents agreed that the set rules and regulations were being tightened to correct the errant pupils who were rude to authority and portrayed other indiscipline cases. As supported by over 73% of the respondents, the government had already been requested to provide financial assistance to aid learning for the refugees while 64% concurred that the Kenyan Ministry of Education, Science and Technology had been requested to allocate more resources in terms of man power and learning materials to the Kakuma refugee camp, as explained by programme managers.

The existing NGO's for example L.W.F, World Food Programme, Don Bosco, International Rescue Committee, among others, were being requested to increase their budget allocation in order to adequately cater for all the needs of the refugees. That would in turn favour effective learning in the camp.

As discussed earlier, more incentives were being given to hired personnel in big offices, for example, those of programme managers while the relevant authorities in the camp were becoming more tolerant and understanding to the needs of the neighbouring Turkana community in order to reduce their raiding practices. The following Figure,5.2 shows the steps that the management had put in place to improve learning.

Figure 5.2 Steps taken in the camp to improve learning



KEY:

R.R – Rules and regulations.

G.C – Government cooperation.

M.R – More resources from Ministry of Education.

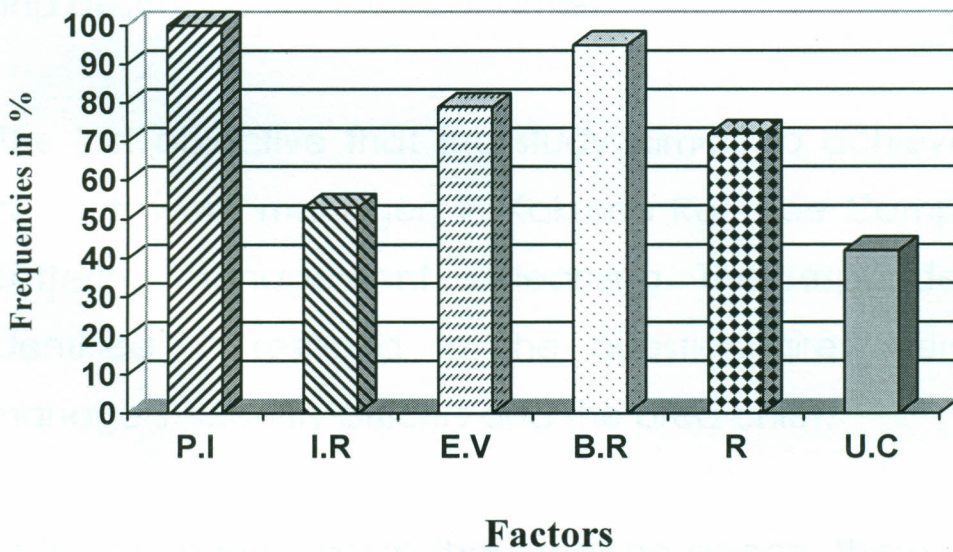
M.G – More grants from NGO's.

C.A – Community assistance.

The third objective of the study was to investigate the main factors that led refugees to flee their countries to the camp. As analyzed in Table 4.6 in the earlier pages, the reasons given were more than just the obvious reasons. Although all the respondents agreed that the root cause of their flight was political instabilities, factors like mal-distribution of national resources by governments, extreme wars and brutality had brought about untold displacement and made the people search for peace elsewhere.

It was saddening to note that a country like Uganda, which at first glance was believed to be a stable country, had her share of displaced people in the Kakuma refugee camp. Factors cited include extensive violence, unfavorable climate among others. Figure 5.3 shows the percentage responses of the main factors that led to the flight of refugees to the camp.

Figure 5.3 Main factors that led refugees to flee



KEY:

- P.I - Political instability.
- I.R - Imbalance of national resources.
- E.V - Extensive violence.
- B.R - Brutality and random violence.
- R - Raiding.
- U.C - Unfavourable climate.

The mentioned factors, in Fig.5.3 reflected those highlighted by Adam,(2003) in his book, *Regional Development Dialogue*. He said that the flight of refugees in the sub-saharan countries had been mostly contributed by instability among political states, genocidal and inter-personal violence and warlordism. Ahmednassir, (2001) in his book, *Children and Armed Conflicts*, concurred with Adam and continued to say that consequences of those conflicts had led to mismanagement of education, destruction of political institutions and destruction of the economies.

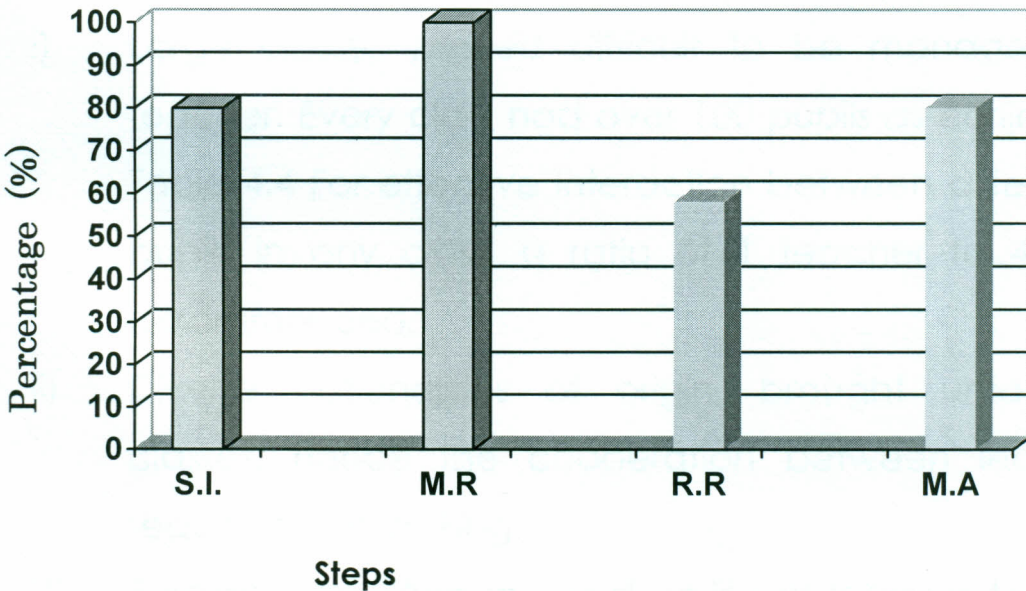
The last objective that the study aimed to achieve was on how conflicts were managed in Kakuma Refugee Camp, in respect to bettering management of learning. The respondents that were identified to respond to the questionnaires were programme managers, security officers and the area chief.

As it was known, where there was no peace, there was no stability and progress in all aspects of life in all sectors, for example,

economic development, political and education. Although learners who had been displaced from their own countries to the camp enjoyed a relatively stable environment, the original threats and psychological torture they experienced still seriously accounted for the poor performance among the learners.

The researcher indeed fully agrees with the Maslow's hierarchy of human motivation as discussed in the literature review. The learners who had been displaced would always long for security first before satisfaction of other needs, for example food, cloths, shelter and education. As conflicts persisted in the camp, more misbehaviour and poor achievement by learners continued to increase, (Block Burke, 1986).

Figure 5.4 - Steps taken by management to minimize conflicts in the camp



Key.

- S.I. -Security Officers
- M.R. - Mixing Refugees
- R.R. -Rules and regulations
- M.A. - Material Assistance

5.2 FACTORS HINDERING EFFECTIVE MANAGEMENT OF LEARNING AMONG DISPLACED LEARNERS.

The first objective of the study was to establish those factors that hindered the effective management of learning among displaced children in Kakuma Refugee Camp. The factors had been grouped under the following headings; strategies and resources, environmental factors and finally teacher training and motivation.

5.2.1 STRATEGIES AND RESOURCES

The following findings were established:

- i) Large classes proved difficult to be managed by one teacher. Every class had over 100 pupils as earlier shown in Table 4.4 For effective interaction between a teacher and pupils in any class, a ratio of 1 teacher to 40 pupils is recommended.
- ii) Diverse nationalities of origin, brought unfamiliarity in classes, hence the cooperation between learners and teachers was lacking.
- iii) Foreign curriculum lowered ability of learners to grasp the content. Teachers from different countries were taught

- using Kenyan curriculum. When they are finally repatriated, they are expected to be taught using their countries curriculum, that will inhibit knowledge flow to learners.
- iv) Behaviour disorders manifested among learners made them unsettled in classes as shown in Table 4.6. Some were hyperactive , making them and class in general not to have desired concentration and progress in learning.
 - v) The books used were inadequate for all learners' needs as shown in Table 4.9. The few available books could not address all learners needs as it did not cut across the curriculum offered in diverse nationalities of refugee origin. This therefore was not relevant when they finally return back home.
 - vi) Poor approaches of teaching were prevalent in the classes. The teaching was not learner centered. Teachers were demoralized, hence could only appear in class and without proper guide to pupils teach in English, a language not fully comprehended by learners and give assignments beyond pupils ability.
 - vii) Accessibility to learning and examination was lacking for all children in the Kakuma Refugee Camp due to peripheral consideration by the government. The learning and examination materials like papers, chalks and black boards were inadequate. A class of around 100 pupils could use less than 25 text books, in a given subject.

5.2 .2 TEACHER TRAINING AND MOTIVATION

The following findings were established:

- i) Untrained teachers; majority of them were primary and secondary school leavers while very few had been partly in-serviced on teaching. Poor training led to poor command in the knowledge to be imparted to pupils by teachers.
- ii) Low morale of teachers and other employees because their services were not recognized and not assisted by the government. They were lowly remunerated. It was aggravated by the fact that the programme managers were highly paid and living affluent life, while the teachers who actually did a lot of work were lowly paid, yet the standards of living at the camp was high. They also had families to take care of.
- iii) Some learners were mothers while others were former soldiers in their home countries. This coupled with lack of training of teachers on how to handle learners with specific needs made the learners to have low concentration in class and hence became poor academic achievers.

5.2 .3 ENVIRONMENTAL FACTORS

The following findings were obvious from the research study;

- i) Psychological stress because of their past life encounters.
- ii) Feuding among learners due to differences they had back in their countries
- iii) Invasion by the Turkana community in search of basic needs in the camp.
- iv) Least prioritized by government, coupled with fatigue by relevant stakeholders
- v) Lack of conducive environment for learning.

5.3 MANAGEMENT OF LEARNING IN THE CAMP

The second objective of the study was to find out what had been done to improve the management of learning in the camp. The study found out the following:

- i) Use of rules and regulations that focused on disciplining errant learners and maintaining law and order in the camp for the sake of peaceful learning.
- ii) Establishment of teacher training courses that could equip teachers with relevant knowledge on how to handle the learners with special needs.
- iii) Persistence in requesting assistance from government in terms of teachers and financial support.

- iv) Continued financial and material assistance from NGO's in the provision of basic needs that helped learners to concentrate on their learning/studies.
- v) Existence of more security officers to restore peace and order in the camp whenever conflicts arose that threatened to disrupt learning.

5.4 FACTORS THAT MADE REFUGEES FLEE TO THE CAMP

The third objective was to find the factors that led refugees to come to Kakuma Refugee Camp in Turkana District. The following findings were established:

- i) Political instabilities in their home countries.
- ii) Mal-distribution of national resources in their home countries, making the refugees seek for resources at the camp.
- iii) Wars and extensive violence.
- iv) Extreme brutality and random violence.
- v) Raiding from neighbouring communities.
- vi) Unfavorable climate.

5.5 MANAGEMENT OF CONFLICTS IN KAKUMA CAMP

The fourth and the final factor was to investigate how conflicts within Kakuma Refugee Camp were managed with the aim of creating an enabling environment for the learners in the camp. The following findings issues were discussed:

- i) Reinforcing existing rules and regulations and introducing new relevant ones to help in maintaining the required order and peace.
- ii) Material assistance to the neighbouring Turkana community to help in reducing their raiding activities in the camp.
- iii) Guiding and counseling services to the refugees to help them psychologically adjust and appreciate one another and to come to terms with their new realities and adjust to the new environment.

5.6 CONCLUSION.

The findings have by and large identified some of the factors that hindered effective management of learning among displaced children and youth in Kakuma Refugee Camp, which could also be factors that hindered the management of learning among displaced children in other conflict zones. As was indicated in the foregoing summary of the findings, all the objectives that was set to guide the study, build on one main thing, factors that hindered effective management of learning among displaced learners in conflict zones. The findings would however be generalized to Standards 3 and 6 in a school within Kakuma Refugee Camp to represent displaced learners in conflict zones due to wars as it has been extensively discussed by Adam (2003).

Castro and Nielsen, (1989) in their book, "Natural Resource Conflict Management" said that the existing scenario in conflicting zones, like transformation of social institutions and destruction of educational institutions was not what made up people, but ways of offering practical and effective solutions to such problems was the call of man.

The researcher agreed with those brilliant authors and it was in the spirit of bridging the glaring gap left on effective management of learning of displaced children that enabled him to carry out the study.

5.7 RECOMMENDATIONS

The following recommendations were made by the researcher:

- i. Increasing the number of security officers to curb the frequent conflicts arising in the camp.
- ii. Mixing together refugees from diverse backgrounds with intention of making them to stay like members of the same family in order to eliminate in-fighting.
- iii. Using differentiated curriculum that addresses individual needs of the refugees as used back in their countries.
- iv. Introduction of relevant teacher training to adequately equip the teachers with relevant skills and knowledge to handle the refugee learners

5.8 RECOMMENDATIONS FOR FURTHER RESEARCH

Research is one of the central areas in the development and sustainability of any knowledge. Without it, the role of such knowledge would be rendered obsolete due to the ever-emerging challenges resulting from socio-political change and modernization process. Factors that hindered effective management of learning among displaced children in conflict zones like the learning of children in any other zone required research on their diverse nature. As was found out in the field, there was need for research related to the area of investigation, which affected the study in one way or another. They include research on:

- i) Factors contributing to poor performance in science subjects among girls and humanities among boys in refugee camps.
- ii) Factors contributing to low enrollment of girls in schools within refugee camps.
- iii) The sustainability of NGO's in their continued role of provision of education and other basic needs in refugee camps.
- iv) Factors contributing to placement of displaced people in hardship zones or conflict zones.
- v) The fate of refugee learners when they complete high schools in refugee camps.

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APPENDICES

APPENDIX A

BUDGET ESTIMATES

1. Writing and production of research proposal	13,500.00
2. Field work	80,000.00
3. Writing and production of bound thesis	25,000.00
4. Miscellaneous	<u>10,000.00</u>
Total	<u>128,500.00</u>

APPENDIX B**TIME SCHEDULE**

PERIOD	ACTIVITIES
JULY 2004	Development of proposal
1 st AUG-31 st OCT 2004	Writing of proposal
1 st NOV-30 th NOV 2004	Typing, binding and handing in of research proposal.
1 st DEC – 15 th JAN 2005	Presentation to the Department
16 th JAN – 15 th MAR 2005	Presentation to the faculty of education
1 st MAY – 15 th MAY 2005	Piloting
16 th MAY – 31 st AUG 2005	Data collection
1 st SEPT – 30 th NOV 2005	Data analysis and writing of the final report
1 st DEC 2005 – 30 th JAN 2006	Defending ,typing and binding of thesis
1 st FEB –15 th MAY, 2007	Submission of thesis

APPENDIX C
QUESTIONNAIRES

Part A

(i) Teacher's questionnaire.

The following questions are aimed at finding out the behavior of the displaced learners and factors that may be inhibiting the maximum realization of their academic performance in their new environment and the possible ways that are already in use or expected to be used in elevating the problem. Please take your valuable time to respond to all the questions as truthful as possible. Do not write your name. Your responses will be treated confidentially.

1. Gender? Male/female-----
2. What is your Nationality? -----
3. Explain who a refugee / displaced pupil is? -----
3. Which classes do you teach? -----
4. What is the enrolment in your class? -----

5. Are all your pupils from one country? Tick one. Yes () or No ()
.If not give the countries of origin from where they come from
and their respective numbers. -----

- 6 Explain some of the factors that could have led your pupils to
come from the countries named in (5) above to the camp-----

7 (i) Do you encounter any form of delinquent behavior in your classes? Tick one. Yes () or No ()

(ii) If so, what proportion of your pupils show delinquent behavior? (tick where applicable)

- None of them
- A few of them
- Half of them
- Most of them
- Or all of them

8 What do you think is the cause of the delinquent behavior? ---

9 (a) Are there other behavior disorders that are manifested within your learners? If so which of the following, - (Tick where applicable)

- Task avoidance-----
- Day dreaming -----
- Noise making-----
- Hiding from school -----
- Withdrawn behavior-----
- Hyperactivity-----
- Crying without reason-----

Rude to authority-----

Any other-----

(b) What do you think are the possible causes of delinquent behavior? Explain briefly-----

10. State the arrangements that have been made by the school and other stake -holders in handling the disorders mentioned above. -----

11. (a) In view of the above possible causes do you think the arrangements made to address the problem are adequate? Tick one. Yes () or No ()

(b) What would you like to recommend in addition to address the issue of delinquent behavior?

(i)

(ii)

(iii)

(iv)

(v)

Part B

Questionnaire for education officers.

Please respond to the statements in the next page based on your understanding of these issues. Letter SA is strongly agree; A, agree; D, disagree and SD strongly disagree.

Issues	SA	A	D	SD
1). The government strongly support education for the displaced children				
2). All children in the refugee camp are accessible to free education				
3). All children in Kakuma refugee camp can access to termly and national examinations				
4). All teachers in Kakuma refugee camp are appropriately trained to handle education for the displaced				
5). The curriculum used in Kakuma refugee camp caters for education needs of all displaced learners.				
6). The handling of education and resources used at Kakuma refugee camp are multi disciplinary in approach.				
7). The UNHCR and other NGOs are the main source of funding for education at Kakuma refugee camp				
8). There is adequate funding for education at Kakuma refugee camp.				

Finally I thank you very much for the generous contribution you have availed towards this research undertaking.

(iii) Security Officers Questionnaire form.

Part A.

The following questions are aimed at finding the nature of security in the camp and if possible the entire Turkana District in general with the aim of establishing factors that hinder effective handling of learning of the refugees, in particular and the displaced learners due to conflicts in general. It is intended that the answers you give shall help both the government and sponsors in knowing your effort and areas that still need to be focused, to enable the learner have a conducive environment for learning without fear of impending danger due to conflicts, within or without the camp. Questions too will be asked on what factors cause conflicts and the management measures employed so far, and the one to be added, in order to achieve the named objectives.

The information given shall be treated with utmost confidence it deserves.

1. Gender? Tick one. Male () or Female()
2. What are the problems you encounter from time to time as a security officer in charge of Kakuma refugee camp? -----

3. Explain briefly the forms of conflicts you experienced from time to time-----

- 4 Explain briefly the reasons that could have led the refugees flee their countries to the camp-----

- 5 i (a) Is the area under your jurisdiction prone to conflicts? Tick one. Yes () or No ()
- (b) What about the surrounding communities? Yes () or No ()
- (ii) If the answer in (i) above is Yes, What do you think are possible causes of these conflicts? Tick where applicable and leave the rest.
- (a) Fighting for few available basic needs e.g. food ----
- (b) Putting together of previously warring communities
- (c) Little attention by Government authorities to curb the insecurity in the area-----
- (d) Raiding from neighboring communities, e.g. Ethiopia, Sudan and Uganda-----
- (e) Political instabilities-----
- (f) Growth deceleration-----
- (g) Mal-distribution / discriminatory allocation of national resources-----

- (h) Global factors-----
- (i) Any other. -----

6. What in your opinion is the nature of conflicts in Turkana District and the surrounding countries? Tick where necessary.

- (a) Extensive violence and warfare-----
- (b) Ranges from genocidal to inter personal violence----
- (c) Extreme brutality and random violence-----
- (d) Targeting of civilian, school children suffer most. -----
- (e) Warlordism-----
- (f) Any other-----

7. (i) What do you think are the consequences of insecurity in Turkana and the surrounding Nations. Tick where applicable.

- (a) Destruction of political institutions -----
- (b) Transformation of social institutions-----
- (c) Destruction of economy-----
- (d) Ecological destruction-----

(ii) Briefly explain how conflicts have interfered with efficient management of education in Kakuma refugee camp. -----

8. (i) What measures is your leadership taking to ensure that security in the camp and its surrounding is controlled? -----
- (ii) Do you encounter challenges in trying to administer such measures in (i) above? Explain briefly. -----

9. What are some of the possible recommendations to be made to enable the security be boosted in future? -----

Part B

Questionnaire for Chief.

Please respond to the following statements based on your understanding of the issues. Letter SA stands for strongly agree; A, agree; D, disagree and SD stands for strongly disagree. The information you give will help this research, future peace of Kakuma refugee Camp and learning for displaced children in general. The information shall be accorded the confidentiality it deserves.

Issues	SA	A	D	SD
1). The government provides enough security in the area under your jurisdiction.				
2). The communities found in Kakuma refugee camp peacefully co exist				
3). The learning process for refugees at Kakuma is not interfered with because of any security threat.				
4). All children under the area of your jurisdiction attend school				
5). The government, NGOs and the neighbouring communities are supportive on provision of basic needs like food, clothes and shelter.				

Thank you for your able assistance and finding time in the search for possible measures to be taken in security to boost educational excellence.

(iii) Questionnaires for programme managers.

The following questions are aimed at finding out how programmes are managed at Kakuma refugee camp, the difficulties experienced and the possible steps put in place to solve the problems in order to enhance management of education for

displaced children at Kakuma refugee camp in particular and generally for all learners in such conditions in African continent.

The information given shall be treated with utmost confidence.

1 Gender? Male() or Female(). Check one.

2. What is your nationality? -----

3 Mention briefly the kind of programmes you managed at Kakuma refugee camp.

4 (a) Is management of education among the programmes falling under your administration? Yes() or No ().

Check one

(b) If the answer in (a) above is yes, explain how you handle the following;

(i) Funding-----

(ii) Curriculum used-----

(iii) Availability, adequacy and relevance of books used-----

(iv) (a) Nature of training of teachers and-----

(b) Non-teaching staff-----

(v) Adequacy of manpower, physical facilities and state of environment for studies-----

5 (a) In your opinion is management of education at Kakuma refugee camp beneficial to most learners and fulfills the set objectives? Yes () or No ()

(b) If the answer in a above is No, mention some of the factors that hinder the realization of those objectives-----

6. (a) What steps is your office taking to alleviate this management problem? -----

(b) Are these steps, in your opinion adequate? Yes () or No ()

7. In the view of the foregoing questions, what recommendations can you make to better the management of education at Kakuma refugee camp and other refugee camps in general? -----

Finally I thank you for finding time to respond to these asked questions and for your generous contributions.

APPENDIX D (i)

Pencil and paper - pupil appraisal test for class three

Class 3 _____ **Boy/Girl** _____ **Date** _____

Instructions

- (i) The results of this test shall be used to make the recommendations for an improvement in effective management of education for all displaced learners
- (ii) Answer all questions
- (iii) Take your time, this is not a speed test
- (iv) Select one out of four provided multiple choices

1. $15 + 24 =$
(a) 42 (b) 39 (c) 34 (d) 45
2. A one shilling coin = _____ 50 cents coins
(a) 1 (b) 4 (c) 2 (d) 3
3. A mosquito has 6 legs. How many legs do 7 mosquitoes have?
(a) 42 (b) 38 (c) 45 (d) 40
4. _____ $\div 5 = 5$
(a) 5 (b) 10 (c) 20 (d) 25
5. The name of our district is _____
(a) Turkana (b) Nairobi (c) Kakuma (d) Lodwar
6. The head of our country is called? _____
(a) King (b) President (c) Teacher (d) Chief
7. Movements of people are called; _____
(a) Transport (b) Migration (c) Communication (d) Movement
8. In deserts we are likely to find very _____ people.
(a) Many (b) Few (c) Tall (d) Rude
9. Who keeps law and order in our country? _____
(a) Teacher (b) Father (c) Policeman (d) Farmer
10. Long period without rain is called; _____
(a) Drought (b) Desert (c) Flood (d) Swamp
11. What trade was used in the past to sell and buy things? _____
(a) Selling trade (b) Barter trade (c) Buying trade (d) none of the above
12. _____ Plants grow in the desert
(a) Jacaranda (b) Pine (c) Cactus (d) Mangoes

APPENDIX D (ii)

Pencil and Paper - pupil Appraisal test Class six

Class 6 ----- Boy / Girl..... Date.....

Instructions to pupils

(i) The result of this test will be used to make recommendations for an improvement in effective management of Education for all displaced learners.

(ii) Answer all questions, take your time as it is not speed test

(iii) Select one out of the four provided multiple choices.

1. What is the total value of digit 7 in the figure below? 975608

(a) Tens (b) Tens of thousands (c) Tens of millions (d) Tens of hundreds

2. What is the product of the square of 5 and 6?

(a) 11 (b) 25 (c) 56 (d) 900

3. What is the LCM of 3, 10 and 15?

(a) 15 (b) 30 (c) 10 (d) 45

4. Change 45% to a fraction.

(a) $\frac{1}{4}$ (b) $\frac{9}{5}$ (c) $\frac{9}{20}$ (d) $\frac{4}{5}$

5. The two land locked countries in East Africa are _____ and Ethiopia (a) Sudan (B) Uganda (c) Kenya (d) Tanzania
6. Horticultural crops include flowers, fruits and _____
(a) Bananas (b) Tea (c) Vegetables (d) Coffee
7. A process where lands are converted into deserts by human beings is called? (a) Pastrolism (b) Desertification (c) Gully (d) Overstocking
8. Which of the following countries does the Equator not cross?
(a) Kenya (b) Somalia (c) Uganda (d) Tanzania
9. The first Europeans to arrive at the coast of East Africa were?
(a) Portuguese (b) British (c) French (d) Germans
10. The plain Nilotes found in both Kenya and Uganda are?
(a) Luo (b) Teso (c) Maasai (d) Turkana
11. _____ is obtaining things through unfair means.
(a) Bribery (b) Forgery (c) Corruption (d) Hoarding
12. The area from which a Kenyan MP is elected is called?
(a) Sub location (b) Ward (c) Country (d) Constituency

APPENDIX E (i)**APPENDIXE (ii)**

Class 3 Marking scheme

Class 6 Marking scheme

1. B
2. C
3. A
4. D
5. A
6. B
7. B
8. B
9. C
10. A
11. B
12. C

1. B
2. D
3. B
4. C
5. B
6. C
7. B
8. B
9. A
10. C
11. C
12. D

APPENDIX F

Examination grading system as per the Kenya National Examination Council.

Grade	Range of marks	Points
A High	80- 100	12
A- High	70- 79	11
B+ High	65- 69	10
B High	60- 64	9
B- Average	50-59	8
C+ Average	45-49	7
C Average	40-44	6
C- Low	35-39	5
D+ Low	30- 34	4
D Low	25-29	3
D- Low	20-24	2
E Low	01-19	1

APPENDIX G

T - test procedure on pupils scores

1. Specify the level of. significance.
2. Compute estimated pooled standard deviation of the two samples.

$$S = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}}$$

3. Compute Standard error of difference between the means

$$S_{\bar{X}_1 - \bar{X}_2} = s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

4. Make t - test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

5. Obtain critical value of t using the appropriate t - tables at the specified level of significance with the particular degrees of freedom ($n_1 + n_2 - 2$)

6. If $|t|$ is greater or equal to critical t then the observed difference between the means is significant at the specified level of significance.

7. If $|t|$ is less than critical t then the observed difference between the means is non- significance.