

**FACTORS INFLUENCING IMPLEMENTATION OF SECONDARY EDUCATION
PROJECT FOR REFUGEES: A CASE OF KAKUMA
REFUGEE CAMP IN KENYA**

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DECLARATION

I declare that this research report is my own original work and it has not been presented in this or any other institution for any award.

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DEDICATION

This research work is dedicated to my dear wife Caroline Jepkemoi. She has been a very instrumental person in my academic life, always encouraging me to aim higher and being patient with when I am overwhelmed by the research work.

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ABBREVIATIONS & ACRONYMS

| | |
|----------------|--|
| EFA | Education for All |
| FGM | Female Genital Mutilation |
| GPA | Grade Point Average |
| INEE | Inter Agency Network for Education in Emergencies |
| IOM | International Organization for Migration |
| KCSE | Kenya Certificate of Secondary Education |
| KNEC | Kenya National Examinations Council |
| LWF | Lutheran World Federation |
| MDGs | Millennium Development Goals |
| MoE | Ministry of Education |
| NACOSTI | National Commission for Science Technology and Innovation |
| NGO | Non-Governmental Organization |
| UN | United Nations |
| UNEC | Uganda National Examinations Council |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| Unicef | United Nations Children’s Fund |
| SD | Standard Deviation |
| SDGs | Standard Development Goals |
| SPSS | Statistical Package for the Social Sciences |
| WWII | World War 2 |

ABSTRACT

The purpose of this study was to investigate the factors that influence the implementation of secondary education project for refugees in Kakuma Refugee Camp. This study sought to achieve the following research objectives; to examine the influence of cultural practices on the implementation of secondary education project for Refugees in Kakuma Refugee Camp, to assess the extent to which educational resources influence the implementation of secondary education project for Refugees in Kakuma Refugee Camp, to assess the influence of influx of Refugees on the implementation of secondary education project for Refugees in Kakuma Refugee Camp and to establish the influence of foreign academic certification of Refugees on the implementation of secondary education project for Refugees in Kakuma Refugee Camp. The study was anchored on Refugee Aid Development theory by Betts and Gorman. The researcher employed descriptive survey research design. The study targeted all 12,783 students in the 5 secondary schools in Kakuma refugee camp in the year 2020. Determination of the sample size was done using Krejcie and Morgan Sampling Frame in which 378 students were proportionately selected Five school principals were sampled using purposive sampling. The students who participated in each school were selected using simple random sampling. Two research instruments were used to collect data, that is, self-constructed questionnaires and interview guides. Pilot study was carried in two schools in the camp to establish the reliability and validity of the research instruments comprising of 20 boys and 20 girls who were proportionately selected from form one to form four. Data on cultural practices, educational resources, influx of Refugees and foreign academic certification was analyzed using descriptive statistics (frequencies, percentages, means and standard deviations) and testing of hypothesis. Thematic analysis was used to analyze qualitative data. The results were presented using tables. In total, out of the 378 questionnaires issued, 320 were returned and used in data analysis. The overall return rate for this study was 85%. Five principals were interviewed and all the interview guides were included in data analysis translating to 100 return rate. The percentage of male respondents was 74% while that of females was 26%. The mean age was 20.13 with a standard deviation of 3.02. The study results revealed that cultural practices such as early marriages, forced marriages and female genital mutilation affected the implementation of secondary education projects in Kakuma Refugee Camp. Lack of adequate education resources such as teaching and learning materials, physical facilities and qualified teachers, was also found to affect the implementation of secondary education projects in Kakuma Refugee Camp. The study also revealed that the high population of refugees affected the implementation of secondary education projects in camp. Even though the influence was not statistically significant, it was noted that having large population of refugees in the schools strained the available resources and compromised the quality of secondary education offered leading to poor academic performance in the schools. The issue of national examination certificates for secondary schools being different in different countries was also found to significantly affect the implementation of secondary education projects in Kakuma Refugee Camp.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the past decades, education in emergencies and crises specifically Refugee Education, is a topic of great concern within governments, among scholars and non-governmental organizations (NGO). A report by Inter-Agency Network for Education in Emergencies (INEE, 2010) highlighted key issues associated with conflicts and pointed out different ways through which quality education can increase or decrease conflicts. The report concludes that understanding context specific factors associated with conflicts is crucial in designing the strategies to use to help the affected people especially on education matters.

Effective response to education in areas inhabited by victims of conflicts is important since more than 35% of children in school age around the world living in refugee camps are out of school and spend on average between nine to seventeen years in refugee camps (INEE, 2010). Provision of quality education to children living in refugee camps is key in addressing social, economic and political issues for short term and long term planning on matters of people affected by conflicts (INEE, 2001). Within this context, Dupoy (2008) posits that education serves as the foundation that maintains social, economic and political structures. Nevertheless, education in refugee camps that does not take into account issues of equality, quality, management and relevance is very likely to escalate that situation since learners in these camps will always lag behind their counterparts studying in areas that are not affected by conflicts (INEE, 2010).

According to UNICEF (2000), quality education is the backbone of effective planning. UNICEF (2000) defines quality education within four dimensions: quality schooling contexts, quality learners, quality processes and high quality content. Nonetheless, these models and frameworks are comparatively new. As mentioned by Williams (2001), education in refugee camps has inadequate data that can enlighten planners of programs and projects regarding any best approaches to meeting the educational needs for refugee children.

Kenya is ranked as the third largest host for Refugees and Asylum Seekers in Africa after Ethiopia and Uganda (IOM, 2018) and implements a Refugee camp policy. The refugee camps have been widely researched on, but minimal studies have been done within the context of refugee education. In the camps, refugees come face to face with violations of their human rights and abject poverty, coupled with limited access to education and other basic human rights (Ferris, 2008). As much as Education For All (EFA) goals, Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) are geared towards eradicating gender inequality and poverty in education they only focus on the effectiveness of the responses for people in conflict areas, hence the need for further research to raise awareness and enhance advocacy (CRC, 1989).

While focusing on the current crises regarding refugees, it is paramount to recognize the importance of the United Nations (UN) in a historical condition. The UN was established in 1945 to focus on promoting peace and security in the world, establishing friendly working relations among states and to promote social progression, improve standard of living and human rights' (UN, 2007). UNHCR which is under the UN deals with Refugee Protection (Loescher et al., 2008). UNHCR was founded in 1951 to take the place of International Refugee Organization, which was established by USA to repatriate people who were displaced during WWII in 1946 (Loescher et al., 2003).

However, when the refugee emergencies shifted dramatically and expanded globally, UNHCR was established under Article 22 of the UN Charter to provide protection to the refugees and seek lasting solutions to refugee problems (UNHCR, 2007; Loescher, 2001). UNHCR grew rapidly between 1950s and 1960s and become an important international body and increased its autonomy among states and increased its activities in areas that were moving away from the protection of refugees (Loescher et al., 2008). UNHCR played a significant role in assisting the displaced people during decolonization and national liberation movements in Africa, for example in Liberia and Burundi (Loescher, 2001).

According to Loescher, Milner, Newman and Troeller (2008), 1980s was the genesis of migration of people affected with conflicts, where millions of people were internally displaced. In the early 1990s there was a rise in conflicts among countries due to territorial disagreements and fight to control natural resources (Loescher et al., 2008). As Westin

(1999) reports, in 1960s Africa had thousands of internally displaced persons, in 1970s 'the number increased to hundreds of thousands and in 1980s the numbers dramatically multiplied to millions. Due to this, the Refugee Agency became overwhelmed and shifted to provision of assistance to protect the rights of internally displaced persons (Loescher et al., 2008).

During the end of the Cold War in the 1990s, there were a raft of changes in UNHCR that greatly transformed how it handled issues of refugees. During this period, the credibility of UNHCR to manage refugees declined due to the collapse of communism that led to the displacement of millions of people in Africa, Europe, Latin America and Asia. (Loescher, 2001). Even though member states did not interfere with the way UNHCR managed refugees, the inability of the commission to manage that large number of refugees led to a significant reduction in funding which crippled its operations (Loescher et al., 2003).

International organizations entirely rely on funds from donors and this kept UNHCR under pressure to implement political agendas of the countries that provided the funds, a factor that made refugees to become pawns the politics of states (Loescher, 2001). The growing number of refugees due to trans-continental migration led to the establishment of immigration and xenophobic policies which made the issue of refugees a global affair (Loescher et al., 2008). Some countries in Europe and North America experienced a large number of immigrants which forced the countries to move from just supporting the refugees to the development of internal policies regarding the refugees to prevent abuse of immigration systems (Bernstein and Weiner, 2002; Ghosh, 2000; Weiner, 1995).

Furthermore, the states in the Global South experienced high number of immigrants, together with economic struggles, democratization and liberalization led to instability especially in African countries (Loescher, 2001). Some African countries experienced increased conflicts associated with bandits and warlord actors who became prominent in countries such as Somalia, Sudan and Rwanda (Loescher et al, 2003).

According to Loescher and Milner (2005) due to increased conflicts, the number of refugees increased significantly and this made the issue of refugees a global crisis. The powerful nations failed to address issues of conflicts in the affected countries meaning that the situation continued to lead to more displacement of people (Loescher and Milner, 2005).

Furthermore, the relatively stable countries did not engage the countries that were affected by conflicts to reduce insecurity but instead introduced policies that controlled entry of refugees (Bernstein and Weiner, 2002). This forced countries in the Global South to largely depend on international organizations such as UNHCR to compensate for the failures of those countries with the responsibility of maintaining international peace (Loescher et al., 2007). Lack of goodwill, communication and failure to seek long term solutions to refugee issues resulted to protracted refugee problems experienced today.

Kenya has been hosting a large number of immigrants from the neighboring countries which include South Sudan, Sudan, Burundi, Somalia, Uganda, Ethiopia, Rwanda and Democratic Republic of Congo. The Refugees are hosted Kakuma Refugee Camp, Daadab Refugee Camp and in major urban centers. It is estimated that over 185,000 immigrants are hosted at Kakuma Refugee Camp by end of the year 2018 (UNHCR, 2019).

1.1.1 Refugee Education

In the Global Trends 2016 report, UNHCR estimates that there are over 45.2 million people globally who were forced to flee from their original homes. The number increased by over five million from 40 million people that had been reported by the same Refugee agency just four years earlier. In 2009, USCRI also indicated that about 9 million of people affected with conflicts live in refugee camps around the globe. The report also indicated that the world hosted 15 million people in camps as at 2016. As highlighted by UNHCR, today there is a crisis in the education of refugees. Having tens of millions of Refugees hosted in developing countries, the effects are consequential. In the view of SDG number 4 for Education 2030 and the unpredictable large number of movements of Refugees, UNESCO indicates that everyone has a right to education and therefore it's important for the refugees to have access to education.

Education has a critical role in promoting peaceful and cohesive societies, which are free from conflicts, violence and fear. Actually, education allows people to interact in a peaceful way on matters of politics and in exercising civic rights. It also leads to a higher participation of women and youth in politics, people accessing legal protection and justice. By improving personal capacities of people, education enhances awareness, tolerance and the spirit of citizenship. Education has been considered as an important tool that can be used to combat

terrorism, racism, religious intolerance, crimes against humanity and wars. It can also be used to ensure peace, stability, protection of human rights, gender equality, environmental protection and development of communities.

1.1.2 Kakuma Refugee Camp

Kakuma is located in the North-western region of Kenya, Turkana County, about 120 Kilometers from Lodwar town and 95 Kilometers from Lokichoggio on the Kenya-South Sudan border (UNHCR, 2019). According to UNHCR (2019) the camp was established in 1992 when the “Lost Boys of Sudan” arrived in the region. In the same year, large number of refugees from Ethiopia fled the country due to the fall of the Ethiopian government. Somalia had also experienced civil war which made people to flee the country. Likewise, Sudan conflicts led to displacement of people causing influx in 2014, which led to establishment of Kalobeyei Settlement to accommodate the growing population.

The current population, as of 27 February 2020, stands at 194,514 according to recent report by Relief Web (2020). The camp population is extremely multicultural, with recent demographics of the current population as: 57.9% South Sudanese, 18.0% Somali, 6.5% Congolese, 5.6% Ethiopians, 5.4% Burundians, 5.3% Sudanese and the remaining 1.3% shared by Uganda, Rwanda, Eritrea, Tanzania and other countries (Relief Web, 2020).

1.2 Statement of the Problem

Despite the efforts that have been made to enhance the provision of secondary education to refugees, a substantial number of refugees do not transit to secondary schools (UNHCR, 2019). This is the problem that the study sought to solve. The UNHCR report indicated that less than 30% of the refugee children in Kakuma are attending secondary school. The report also indicated that the retention rate and access rate were low. Furthermore, it was revealed that academic performance in secondary schools in the camp has been far below average. In the year 2016, the KCSE mean score was 3.23(D), in 2017 it was 2.94 (D) and in the year 2018 it was 3.31(D).

There is much emphasis to the member states for the Incheon Declaration; Education 2030: “Towards inclusive and equitable quality education and lifelong learning for all”, to commit themselves to develop more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults including internally displaced persons and Refugees

(UNESCO, 2015). UNESCO (2015) states that equity and inclusion in education are required in order to ensure there is no child who left behind in terms of education. As such, inclusion and equity are two crucial elements to take to consideration when in education in emergency and crises contexts. The multiplier effect of education on the other Sustainable Development Goals underlines the important role of education in achieving them. Particularly, secondary education for Refugees for displaced persons represents a crucial step in the education pathways for better living standards and entry into careers. It adds value to the development of social and human capital of Refugees, self-reliance and permanent solutions. Education also ensures that Refugees have the basis for increased earning power and the skills to rebuild their countries once they repatriate. Education is a crucial human right that equips the youth with the necessary skills required to succeed in life.

However, achieving this right to education for Refugees is faced with a myriad of challenges, which the presence of the refugee crisis in Kakuma refugee camp has made it more visible. Some of these challenges include; negative cultural beliefs, inadequate resources, congestion due to influx of Refugees and failure to recognize the academic certifications from the home countries. It is against this background that this study sought to determine the factors influencing implementation of secondary education project for Refugees in Kakuma Refugee Camp.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of cultural practices, educational resources, influx of Refugees and foreign academic certification on the implementation of secondary education project for refugees: a case of Kakuma refugee camp in Kenya.

1.4 Objectives of the Study

This study sought to achieve the following research objectives;

- i. To examine the influence of cultural practices on the implementation of secondary education project for Refugees in Kakuma Refugee Camp.
- ii. To assess the extent to which educational resources influence the implementation of secondary education project for Refugees in Kakuma Refugee Camp.
- iii. To assess the influence of influx of Refugees on the implementation of secondary education project for Refugees in Kakuma Refugee Camp.

- iv. To establish the influence of foreign academic certification of Refugees on the implementation of secondary education project for Refugees in Kakuma Refugee Camp.

1.5 Research Questions

This study sought to answer the following research questions;

- i. To what extent do cultural practices influence the implementation of secondary education project for refugees in Kakuma Refugee Camp?
- ii. To what extent do educational resources influence the implementation of secondary education project for refugees in Kakuma Refugee Camp?
- iii. How does the influx of refugees influence implementation of secondary education project for refugees in Kakuma Refugee Camp?
- iv. What is the influence of foreign academic certification policy of Refugees on implementation of secondary education project for refugees in Kakuma Refugee Camp?

1.5.1 Hypothesis

The study was guided by the following research hypothesis:

- i. H_0 Cultural practices do not significantly influence the implementation of secondary education project for Refugees in Kakuma Refugee Camp.
 H_1 Cultural practices significantly influence the implementation of secondary education project for Refugees in Kakuma Refugee Camp.
- ii. H_0 There existed no significant relationship between educational resources and implementation of secondary education project in Kakuma Refugee Camp.
 H_1 There existed significant relationship between educational resources and implementation of secondary education project in Kakuma Refugee Camp.
- iii. H_0 There existed no significant relationship between influx of refugees and implementation of secondary school education project in Kakuma Refugee Camp.
 H_1 There existed significant relationship between influx of refugees and implementation of secondary school education project in Kakuma Refugee Camp.

iv. H₀ There existed no significant relationship between foreign academic certification of refugees and implementation of secondary education in Kakuma Refugee Camp.

H₁ There existed significant relationship between foreign academic certification of refugees and implementation of secondary education in Kakuma Refugee Camp.

1.6 Significance of the Study

The findings of this study provided useful information to the Ministry of Education, donors and other stakeholders on the factors that influence the implementation of secondary education project for refugees in Kenya. The information may be used to enhance access and improve the quality of secondary education provided in refugee camps in Kenya. The findings have also added to scholarly literature on secondary education for Refugees in refugee camps. The findings may be used by other researchers in the future to advance knowledge in this area.

1.7 Limitations of the Study

There are many factors that influence the implementation of secondary education in Kakuma refugee camp but this study focused on cultural practices, education resources, the number of refugees and foreign certification policy. This was because there was limited research on how these factors influence implementation of secondary education project in Kakuma Refugee camp. The use of questionnaires and interview guides in collecting data was prone to subjective responses but the researcher explained the purpose of the study to the respondents to enhance the reliability of the answers. The descriptive survey design that was used did not establish the extent to which the independent variables influenced the dependent variable. This design only enabled the researcher to descriptively present the findings on the factors that influence implementation of secondary education in Kakuma refugee camp.

1.8 Delimitations of the Study

The study was carried out in all the five secondary schools in Kakuma refugee camp. The findings may be generalized to other secondary schools in other refugee camps in Kenya but with caution because the schools differed in some aspects. There are many stakeholders in

secondary education but the study focused on all the five principals and 378 students. Principals were better placed to provide reliable information on the factors that influence the implementation of secondary education in the camp because they deal with administrative issues on education. Students were sampled because they had firsthand experience on the factors that affect their schooling. A representative sample was used to enhance the validity and reliability of the results.

1.9 Assumptions of the Study

The study will assume that the factors that influence the implementation of secondary education in Kakuma refugee camp are homogenous in all the secondary schools in the camp. Another assumption of the study will be that the respondents will have sufficient knowledge on the factors that influence the implementation of secondary education for Refugees and they will accurately and reliably report their experiences.

1.10 Definition of Significant Terms

Cultural practices

These are traditional practices such as early marriages, forced marriages and female genital mutilation among Refugees in Kakuma. These will include early marriages, forced marriages and female genital mutilation (FGM).

Educational Resources

It refers to teaching and learning materials, physical facilities and trained teachers in secondary schools in Kakuma Refugee Camp.

Foreign Certification

It refers to the procedure and requirements for the award of secondary school final examination certificate. This will include equation of certificates and interpretation of foreign certificates.

Implementation of Secondary Education

It refers to the extent of access, enrolment, transition, retention and the quality of academic performance in secondary schools in Kakuma Refugee Camp. It will comprise of the score on refugee access, enrollment and transition to secondary education. Other aspects of

implementation of education project include academic performance of refugee students in national examinations, inclusiveness of secondary education and completion rates.

Influx of Refugees

It refers to the number of refugees in Kakuma refugee camp and the number of new refugee arrivals in the camp.

Refugee

A person who; owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself for protection of that country.

1.11 Organization of the study

The study was organized into five chapters. Chapter one introduces the study under the following topics: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations to the study, assumptions of the study, definition of significant terms and organization of the study.

Chapter two includes relevant literature review. This was arranged into various subtopics: introduction, concept of implementation of secondary education project for Refugees, cultural practices & implementation of secondary education project for Refugees, educational resources & implementation of secondary education project for Refugees, influx of Refugees & implementation of secondary education projects for Refugees, influx of Refugees & implementation of secondary education projects for Refugees, theoretical framework, conceptual framework, summary and knowledge gap. Chapter three contains research methodology under the following sub-topics: introduction, research design, target population, sample size and sampling techniques, research instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four on the other hand contains: data analysis, presentation, interpretation and discussion while chapter five presents a summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a critical review of the literature on the factors influencing implementation of secondary education project for refugees. The chapter covers the concept of implementation of secondary education project for refugees, influence of cultural practices, resources inadequacy, influx of refugees, and foreign academic certification on implementation of secondary education project for Refugees. The chapter also presents the conceptual and theoretical framework, summary and research gaps.

2.1 Concept of Implementation of Secondary Education Project

The importance of effective, efficient and appropriate means of transition of pupils from primary to secondary schools and to higher education as a means of ensuring educational curriculum continuity and progression in children's education is widely recognized as a critical factor in education improvement. The move from primary to secondary school is a landmark in educational process, however more than half of the children who are enrolled in primary level do not transit to higher level. Most of the children find transition from primary to secondary schools challenging and respond in different ways (Griebel & Niesel, 2004).

Transition to secondary schools has both negative and positive effects with regard to personality development, ability and mental wellness of children (Griebel & Niesel, 2004). In Kenya, school children spend eight years in primary education, prior to advancing to four-year secondary education. Parents and children make choices on the basis of qualifications at primary school level, the secondary school they will join. Thereafter, the students are eligible to join higher education institutions as well as other tertiary level institutions including vocational training institutions for the course of their choice. Parents and children see this choice as serious and irreversible as it has long-term consequences upon the student's further learning and entry into careers.

2.3 Cultural Practices and Implementation of Secondary Education Project for Refugees

The provision of education in any region is more often influenced by cultural practices. Soares (2002) states that the variables that determine the pupils' transition to higher level of education are classified into three groups: students' individual and family related characteristics, socioeconomic context of the school related characteristics, and processes and pedagogical practices of schools related characteristics. As the relationship between work at home and school requires decisions about the school time allocation for the child, there is a great possibility that the low cadre schools and the disinterest in school of children and their parents, explain weak academic performance and induces poor families to prefer staying at home to work instead of school. Low levels of educational achievement results in two problems: the existence of a strong conflict between home chores and school and the perception to school are low.

The role of parents in a student's life cannot be over emphasized. Parents are both the foundation and pillars on which a successful student life can begin. Nyongesa (2007) continues to say that although formal learning starts at school, actual education starts within the surrounding of a home. Homes shape our character, behavior and our perceptions. Your home background will determine whether you grow up self - confident, hardworking and responsible or angry and inadequate (Republic of Kenya, 2005). As the level of poverty goes up child labour becomes crucial for the survival of the family. The number of children employed in domestic activities and petty trade in rural and urban Kenya in order to subsidize the family income is increasing. This has greatly affected girl-child as most girls are removed from schools and taken to do odd jobs like house girls, barmaids, to supplement the family income.

Most parents influence their children's education in this manner and this leads to poor performance. Christenson et al. (1989) assert that attitude is acquired through experiences in the environment. They noted that students learn more when the school and class environment are positive and supportive. They argue that an academic focus with humanistic orientation increases students' achievement. The children who are neglected, abused, exploited and last to receive basic education work in harmful conditions, live in overcrowded and unsanitary

conditions and have no access to health services (UNICEF, 1998). Davison and Kanyuka (1990) argue that children involvement in gender domestic roles affect is in most cases for family income. Boys become herders for domestic animals in rural areas, girls spent their time taking care of their siblings, both boys and girls spend their time working on farms and in family fields. Along the shores of lakes and oceans absenteeism and eventual dropout from school is majorly caused by demands for income generation as a result of fishing. Children are also used as agricultural laborers where residents practice farming (Bryant, 1990). Refugee camps like Kakuma Refugee is not exceptional.

Many children begin work at very early stages and are not enrolled in any school or are involved in such roles which hinder proper participation in schools which ultimately leads to poor academic performance (Davison & Kanyuka, 1990). Child labor has been associated to repeating classes (Sedlacek et al., 2003; Rosati & Rossi, 2001); lower benefits attached to education and high levels of poverty (Ilahi et al., 2003). Other studies have shown that schooling and child labour complement each other (Patrinos & Psacharopoulos, 1997). In the USA, it has been established that there is no effect being a student and working party (NRCIM, 1998).

Consequently, nether the number of working hours per week nor the type of work is likely to affect the time students spend on homework. However, work was found to affect student's studies. Students who work while in school experience higher rate of behavioral challenges such as drug and substance abuse and delinquency. Furthermore, survey by NRCIM (1998) found that students who worked in 10th grade selected undemanding courses to maintain the Grade Point Average (GPA). Other studies found that there is evidence on adverse repercussions of child labor on child transition from one level to another. According to Singh (1998), working for extended hours while still attending school has an effect on academic achievement, although the impact was not much. As reported by Stern (1997), working for over 15 hours per week while attending secondary school culminated into low performance in academics, reduction in time for doing homework, increased possibility of school dropout and a lower possibility of joining secondary school. Cheng (1995) and StatsCan (1994) reported similar findings. When exploring the linkage between working hours and schooling, Singh and Ozturk (2000) reported that the higher the number of hours of working part time

the lower the number of hours of class attendance, which in turn led to lower performance in academics. Barone (1993) concluded that younger learners working for long hours performed far below average in school compared to the working older students. Rosati and Rossi (2001) examined endogeneity in domestic roles of children in the study of retardation of grades in Pakistan and Nicaragua. The study found that as the chances of working increases, the possibility that a learner is behind correct grade with increase in age. The study, however, has missing information on school qualities and arbitrary exclusion restrictions used to inform on gender domestic roles. The study also found that the effect of child labor on test scores was negative.

2.4 Educational Resources and Implementation of Secondary Education Project for Refugees

Educational resources further reinforce transition of students in schools. General school characteristics have been cited as being responsible for transition. These include curriculum, physical facilities and teacher resources, teacher-student relationships, discipline and school type. Fry (2003) noted that the student's previous success in academics and commitment to school are determinants of transition. According to Yes Pakistan Newspaper (2004), low learning achievement is one of that school factors that to school dropout. Some learners fail several times and so remain in the same class year after year. This situation significantly reduces the importance of schooling and also increases the time spent in school and the cost of education (Yes Pakistan, Newspaper, 2004).

Odaga and Henereld (1995) also mentioned that pupils sit on bare earth floor and this is uncomfortable for girls in a learning environment. This may discourage them and cause a drop out. The dropout rate is caused by teenage pregnancy, early marriages and low enrolment of girls by parents who view their daughters as naturally destined for domestic chores (Action Aid International, 2004). The challenges to access to education include walking long distances to school, inadequate infrastructure, inadequate teachers and learning materials. It is hard to teach all learners and to use interactive and participatory techniques due to high teacher/pupil ratios. In addition, low teacher salaries make many tutors to quit teaching profession or look for part time employment (Tomasevski, 2005). Smock (1977) provides a useful theoretical framework for examining the social and historical practices and

dynamics, which operate within schools to produce particular forms of educational disadvantage. Monly (2003) reiterates that perform well as boys, their number in science subjects like physics is still low. In Kenyan secondary schools, which includes schools at Kakuma Refugee Camp, the rate of school dropout among girls is higher than that of boys due cultural practices that lead to gender inequality. They include teachers describing girls as stupid and lazy, teachers ignoring outright harassment upon girls, for example, boys touching girls' breasts and some teachers sexually abusing the girls.

Learning environment especially in school affects the ability of pupils to learn. According to Wamahu (1995) effective learning takes place where the facilities are adequate and there are enough teachers. Odaga and Heneveld (1995) also notes that participation of girls in education is influenced by various factors such as distance to school, physical facilities, presence of female teachers and school climate. A study in Nigeria revealed that girls do not ask questions or they are not asked questions by their teachers and usually sit at the back of the class away from boys (Lock head 1991). In Cote d'ivoire, girls are less likely to participate actively in class activities or ask questions in areas they do not understand in a given topic (Klassen, 1999).

The school climate, as depicted by the relationship between girls, peers, teachers and the school administration, may greatly influence participation of girls in school activities. Sexual harassment by male teachers and peers lead to lower participation of girls (Wamahu, 1995). Teaching methodologies that are considered old fashioned, inadequate teaching and learning materials, inadequate teacher support system and gender insensitive classroom dynamics work against girls' education. In addition, stereotypes in the textbooks and other educational materials may discourage girl active participation. This is because images of females are fewer and unattractive than those of males in the textbooks (Murard, 1998). According to Odaga and Heneveld (1995) textbooks portray women as passive and powerless thus reinforcing negative stereotypes. This becomes the schools promotion and reflection of women's low status.

Kasenter (1996) also observes that gender bias messages are transmitted through gender based distribution of duties and in the administrative hierarchy dominating attitudes of boys towards girls, much restrictions on girls' potentials and both teachers and male pupils often

use insulting language and act unfairly towards girls. In summary, while girls and boys grow together at home and in the community, they are forced to grow up differently and don't receive the same opportunities and facilities as boys (FAWE, 1996). To address the underlying gendered causes of violence in learning institutions, many policies have been formulated, for example, policies against gender based violence and sensitization programs targeted at reducing gender based (Action Aid International, 2004). There is still shortage of learning institutions that offer basic education for girls within walking distances that are safe throughout the world. Schools operating in bad conditions, with poor facilities are the order of the day. There is a shortage of teachers, infrastructure in schools, learning resources.

2.5 Influx of Refugees and Implementation of Secondary Education Project for Refugees

A study by Karam and Zellman, (2018) revealed that the provision of education to Syrian Refugees has to some extent failed because of two reasons; more than half of the children who are supposed to be attending school are out of schools and the quality of education provided to those enrolled is far below standard. The researchers noted that in Lebanon there are over one million refugees which has increased the population by 25%. The same trend has been observed in Turkey and Jordan. The influx of refugees from Syria had led to a significant increase in population in most schools in the host countries. The number of refugees in the host countries is unprecedented and this has led to education crisis because the countries are economically weak to meet the increased demand for education services. Efforts by international organizations and other governments have been made to address the education crisis but they have not been able to find adequate space, qualified teachers and facilities. In some of the ministry schools in Jordan and Lebanon, the students are taught in shifts; one group in the morning and the other group in the afternoon (Karam & Zellman, 2018). In Turkey, the government works with international organizations to build schools purely for refugee children. However, these schools have not been able to accommodate all the school age children because the numbers are overwhelming.

UNHCR (2011) noted that when there is a large number of refugees moving into a country, there are high chances of conflict and violence especially when the host community or communities and the refugees do not have cultural linkages. It becomes difficult to integrate

refugee children into learning institutions in the local communities of the host nations. Due to the scarcity of resources, an influx of refugee children becomes a burden to the host states and as a result some of the children don't get an opportunity to attend school (UNHCR, 2011). Limited access to formal learning worsens the situation of refugee children because with illiteracy and the humanitarian crisis that face them, the future becomes uncertain.

In another study, Korio (2014) investigated the factors that influence access to primary education in North Eastern Kenya. The study population consisted of one UN official, 96 learners, 4 head teachers and 6 education officials. The results showed that the Somali culture was more inclined to secular education, a practice that denied a majority of the children an opportunity to attend school. It was also established that most of the parents were not confident with regard to the quality of learning in schools and therefore opted not to enroll their children. High levels of poverty also negatively affected access to primary education in the camp.

Ali, Imana and Ocha (2017) explored the refugee crisis in Kenya among the communities that live in the Northern part of Kenya. The study targeted the Turkana people living around Kakuma Refugee camp. The qualitative study established that the influx of refugees led to the increase in population which put pressure on the limited resources and amenities. It was noted that refugees' children preferred to attend boarding schools in the area. Because of these, the host communities and the refugees were in constant conflict. Enrollment of refugee children in schools was associated with crowded classrooms which affected the quality of education.

2.6 Foreign Academic Certification of Refugees and Implementation of Secondary Education Project for Refugees

Teachers often receive refugee students in their classrooms who differ from themselves and they are not prepared or experienced to deal with them. Therefore, when dealing with refugee learners, they often fail to capitalize on children's areas of strengths but rely on stereotypes. As observed by Taylor and Sidhu (2012), it is crucial for educators to understand the factors that make people to leave their original home country and the barriers that make young refugees to be discriminated. Roxas (2011) also emphasizes that teachers should prioritize

the provision of responsive education that takes into account diverse cultural backgrounds of the learners.

This becomes a very difficult task for teachers because refugee learners come into the classes with different learning needs and are at different stages of English language aptitude. Usually, educators are not ready and comfortable to support refugee students in coping with challenges, stress and frustrations. The barriers include but not limited to familiarizing themselves with the new culture, discrimination from other people, living without families or in foster families of low socio-economic status. Teachers ought to be sensitive to the students' experiences so as to realize success by the students. Therefore, teaching refugee learners requires a new set of approaches and skills which can be a discouraging duty to teachers who already works in schools that have different degree of learning abilities, needs, and styles.

Another challenge facing teachers, according to Sutner (2002), is teaching refugee children because of lack of common language of communication and cultural difference which often result to psychological challenges among the learners. Therefore, from this literature we can understand that teachers attending to refugee children take care of many learning needs of the pupils. As Loerke (2009) argued that it's important for teachers to be trained the most effective teaching strategies for refugee children. Such training will equip the teachers with the necessary skills to successfully navigate through the challenges of teaching refugee children. Training teachers will increase their knowledge and understanding of the challenges experienced by refugee students.

In discussing the findings of their study, Adams and Kirova (2007) argued that continuous learning opportunities for teachers of refugee children enables the teachers to better understand the learners and therefore come up with appropriate learning support. The challenges that teachers face together with lack of experience on how to deal with the challenges some ministries of education emphasize on the importance of providing teachers with mentorship programs and professional development opportunities.

The challenges in refugee schools sometimes make the learners to work with different teachers in the same subject during school day presenting another challenge of lack of continuity in learning. Roxas and Roy (2012) stated that there was need for more collaboration and communication among education stakeholders to enhance the provision of education to refugee children. The researchers argued that school heads, counsellors, teachers, settlement workers and support staff should work as a team to support schooling of refugee children.

Gonzalez and Darling-Hammond (1997) opined that refugee children should be allowed to use native languages so that they can be able to share information with ease while learning. Suarez-Orozco (2001) found that linguistic skills and mastery of vocabulary was the best predictor of second language learning. Walqui (2000) strengthen the above idea by saying that tutors should encourage children to use their local dialect in class, outside class and in doing class assignments. The researcher also recommends that interpreters and teachers should use native language to assess comprehension of language among refugee children.

A survey conducted by Lutheran World Federation (LWF) in 2015 established that there are multiple factors that affect the implementation of education programs in refugee camps in Kakuma refugee camp. The researchers collected data using focused group discussions and interview guides. It was found that the factors were associated with sex, age, government policies and cultural factors. Infrastructural barriers were found to be one of the factors affecting the provision of education in Kakuma. The number of classrooms, toilets, chairs and textbooks were found to be inadequate in all the schools located in the camp. Even though secondary education in the refugee camp is free, when students attend school it is considered as loss of income as the children cannot engage in economic activities. Most communities and the people living in Kakuma refugee camp do not value education and therefore do not satisfactorily participate in the implementation of secondary education.

2.7 Theoretical Framework

This study will be anchored on Refugee Aid Development theory by Betts and Gorman (1993). The theory states that refugee development programs should go hand in hand with the development agenda of the host country. The proponents of this theory argued that when refugee development programs are implemented at the same pace with development policies

of the host country, it becomes effective because no gaps will be existing. One of the development programs in Refugee camps is the provision of education services. According to Bates (1981), effective implementation of educational programs in refugee camps is affected by inadequate governmental and donor support, cultural factors, poor coordination and an influx of refugees making it difficult to plan for the future.

Refugees also have the potential that can be tapped to ensure effective implementation of educational programs (Harrell-Bond, 1986). Contrary to the notion that refugees are only a burden to the host country, they can be an opportunity for development as well. In instances where some of the refugees are professionals such as doctors and teachers, their expertise can be utilized to implement refugee programs such as the provision of educational services. The teachers can be used to provide services in order close the gaps in teacher-student ratio. An influx of Refugees exerts pressure on infrastructure, health care units, natural resources and schools. For instance, a large number of students in schools affects the quality of service delivery which impacts negatively on academic performance, retention and transition rates.

The implementation of educational programs in Refugee camps is an ongoing debate because the refugee situation varies from time to time. This is occasioned by political dynamics, economic changes, changes in educational and job market needs. In this discourse, the current study will investigate the influence of cultural practices, educational resources, influx of refugees and foreign academic certification on the implementation of secondary education project for Refugees in Kakuma Refugee Camp.

2.8 Conceptual Framework

The model presents the independent variables, intervening and dependent variables. The independent variables included; cultural practices, educational resources, influx of refugees and foreign certification. The dependent variable was the implementation of secondary education projects for Refugees while government policy was the intervening variable.

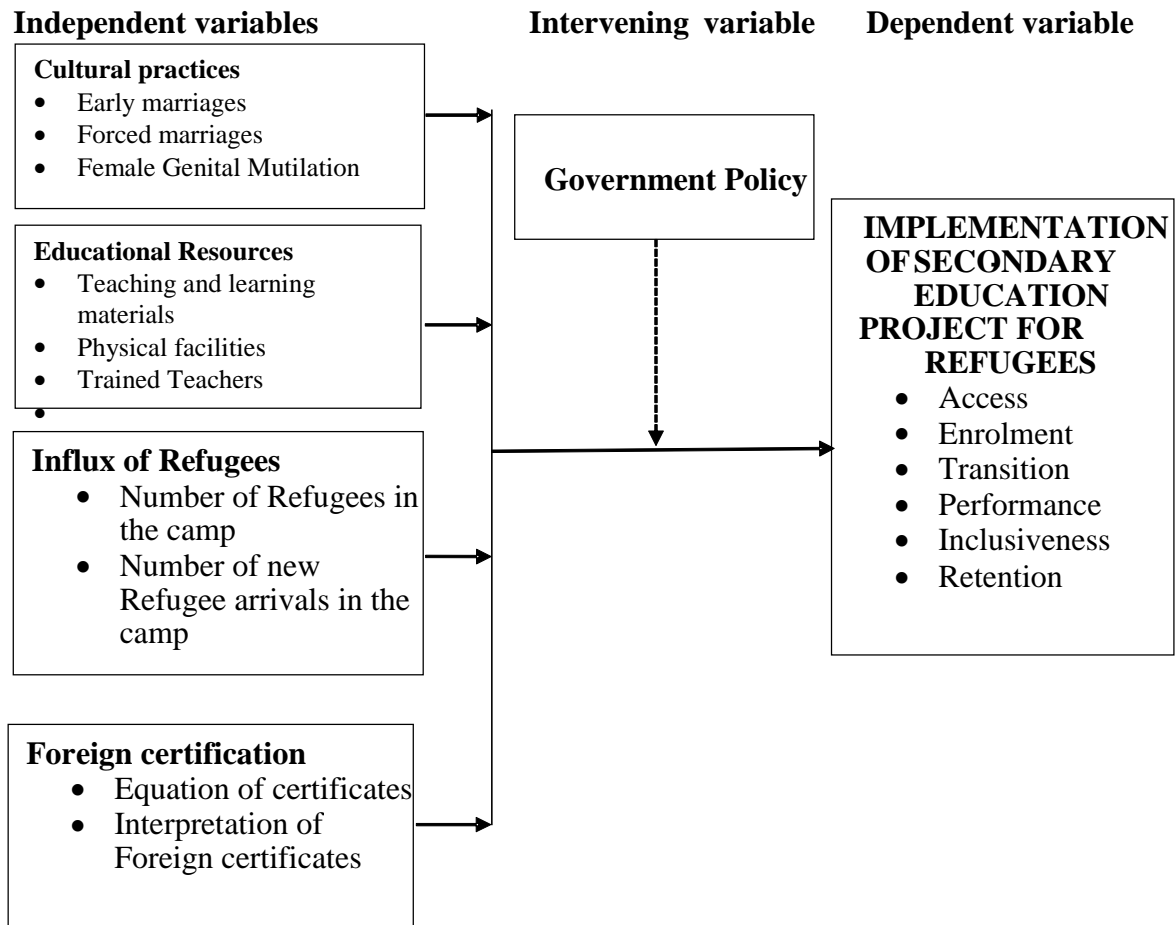


Figure 2. 1 Conceptual Framework

The researcher hypothesized that cultural practices, educational resources, influx of refugees and foreign certification influence the implementation of secondary education for Refugees programs for refugees. The indicators of cultural practices included; early marriages, forced marriages and FGM. Educational resources that were examined are teaching and learning materials, physical facilities and trained teachers. Influx of refugees were measured based on their number in the camp and number of new Refugee arrivals. The indicators of foreign

certification were the equation of certificates and interpretation of foreign certificates while those of implementation of secondary education for Refugees projects consisted of access, enrolment, transition, academic performance, inclusiveness and retention.

2.9 Summary and Knowledge Gap

Literature reviewed indicated cultural practices affect academic performance, access, retention and transition in secondary schools. Some of the studies reviewed indicated that child labour, FGM and early marriages affect schooling of the involved children. However, most of the studies were conducted among students sampled from regions outside humanitarian emergency camps. There was no single study that had been carried in Kakuma refugee camp to find out the factors that influence the implementation of secondary education project in the camp, gap this study has filled.

Regarding the educational resources, reviewed studies showed that the quality of infrastructure, adequate teachers, availability and adequacy of teaching and learning materials significantly influence the quality of secondary school education. But little was known concerning the influence of educational resources on the implementation of secondary education in Kakuma Refugee camp because no scholarly effort had been made to address the issue. Similarly, influx of refugees and foreign academic certification of refugees was reported to influence the implementation of educational programs in emergency camps. However, most of the studies were carried out more than a decade ago. Recent studies were few and they were mostly carried out in the Asian countries hence the need for the study to address the issue in Kakuma refugee camp.

Table 2.1 summarizes the thematic areas of this study and knowledge gaps.

Table 2.1: Summary of Knowledge Gaps

| Study Theme | Knowledge Gaps |
|--|---|
| Cultural practices | Studies were conducted in regions outside humanitarian emergency camps |
| Educational resources | Little is known regarding the influence of educational resources on the implementation of secondary education project |
| Influx of refugees | Most of the studies were carried out more than a decade ago in Asian countries |
| Foreign academic certification of refugees | Most of the studies were carried out more than a decade ago Asian countries |

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research design, location of the study and the target population are discussed. It also presents the sample size and sampling techniques, research instruments, pilot study, data collection procedures, data analysis techniques, logistical and ethical considerations.

3.2 Research Design

The researcher employed descriptive survey research design to examine the factors that influence implementation of secondary education project in Kakuma refugee camp. This design is used in studies that use exploratory approach in which information is collected, organized, analyzed and then interpreted to explain existing conditions (Orodho, 2002). The researcher sought to describe existing factors in the refugee camp and how they influence the provision of education services. This design was the most suitable for this study because it was not possible to manipulate cultural practices, provision of education resources, the number of refugees and foreign policies on certification in order to observe how they affect educational programs. The variables were measured in their current status without interference.

3.4 Target Population

The study targeted all 12,783 students in the 5 secondary schools in Kakuma refugee camp in the year 2020 (MOE, 2020). This is because secondary schools and the number of students enrolled is small and therefore all of them can form a target population as recommended by (Orodho, 2002). The study also targeted all the five principals in the five secondary schools in the camp. The researcher targeted all the students from form one to form four because they were able to provide diverse information on the factors that influence implementation of secondary education programs in the camp. This is because they have been in school for four years. Diverse sources of information increased the external validity of the research findings. The school principals were targeted because being school administrators they are better placed to provide reliable information on the study variables.

3.5 Sample Size and Sampling Techniques

This subsection contains the sample size and sampling techniques.

3.5.1 Sample Size

Determination of the sample size was done using Krejcie and Morgan (1970) Sampling Table (Appendix D). The sample size consisted of 5 principals and 378 students. The students' sample size represented 3% of the target population. Table 3.1 presents the target population and sample size.

Table 3.1: Target population and Sample size

| | Target Population | | Sample Size | | | | |
|-------|-------------------|-----------------|-------------|---------------------------|--------|-----------------|-------|
| | <u>Schools</u> | <u>Students</u> | | <u>Schools principals</u> | | <u>Students</u> | |
| | | Boys | Girls | | | Boys | Girls |
| | F1 | 2448 | 1170 | | | 72 | 35 |
| | F2 | 2960 | 1081 | | | 88 | 32 |
| | F3 | 2315 | 593 | | | 68 | 18 |
| 5 | F4 | 1705 | 511 | 5 (100) | 5(100) | 50 | 15 |
| Total | 5 | 12,783(100) | | 5(100) | 5(100) | 378(3) | |

Source: MOE Kakuma Refugee Camp (2020) (%)

3.5.2 Sampling Techniques

All secondary schools in Kakuma refugee camp were involved in this study. Orodho (2002) states that researchers choose to study the entire population when the population that has a particular set of characteristics is too small. Proportionate sampling was used to select the number of students to complete the questionnaires from each school. This technique was appropriate because student enrolment in the five schools was dissimilar. In case the schools were having more than one stream, simple random sampling was used to select one stream. The students to participate in each school were selected using simple random sampling. This technique gave all the students an equal chance of participating in the study. This technique ensured that there was unbiased selection of the sample and therefore the sample size was more representative. This enhanced the reliability of the results.

3.6 Research Instruments

Two research instruments were used to collect data. These are self-constructed questionnaires and interview guide.

3.6.1 Questionnaire

The students' questionnaire consisted of five sections (Appendix B). Section A gathered information on the student's gender, age, form, country of origin and religion. Section B collected data on cultural practices that were measured at three levels namely; early marriages, forced marriages and female genital mutilation. The variables were measured on a five point Likert scale ranging from strongly agree to strongly disagree. The highest expected score was 30 while the lowest score was 6. A mean score of between 24 and 30 implied that cultural practices negatively affect implementation of secondary education for Refugees programs. On the other hand, a mean score between 6 and 23 indicated that cultural practices do not affect the dependent variables. Section C collected data on educational resources, section D gathered information on influx of refugees and section E collected data on foreign certification. The variables were measured on a five point Likert scale ranging from strongly agree (5) to strongly disagree (1). The sub scales were scored and interpreted the same way as the cultural practices sub scale. The questionnaire took about 15-20 minutes to complete.

3.6.2 Interview Guide

The interview schedule for the principals consisted of section A and section B. Section A collected background information on gender, experience and highest level of education. Section B gathered information on the factors that influence the implementation of secondary education for Refugees. The questions were open ended.

3.6.3 Piloting the Instruments

A pilot study was carried in two schools in the camp to establish the reliability and validity of the research instruments. The sample size of the pilot study was 20 boys and 20 girls who were proportionately selected from form one to form four. Connelly (2008) recommends that a sample size of 10-30% of the sample size of the actual study is appropriate for a pilot study. The students who participated in the pilot study were not be involved in the actual study. The pilot study was used to estimate the time it will take to complete the questionnaire, identify the challenges likely to be faced and to identify ambiguous items.

3.6.4 Validity of the Instruments

The researcher used the university supervisor to ascertain content validity of the research instruments. The research instruments were presented to the supervisor and the items were corrected based on the discussions. To ensure construct validity, the researcher constructed the questionnaires based on literature review. To further establish content and construct validity pretesting was done and the results were discussed with the supervisor and corrections done where necessary to enhance the validity of the research instruments.

3.6.5 Reliability of the Instruments

The researcher used two techniques to establish the reliability of the research instruments. Test-retest and Cronbach Alpha reliability coefficient was employed in the pilot study. In test-retest technique, the researcher administered the questionnaires to 16 students and after two weeks the instruments were re-administered to the same students. The data was then be coded into SPSS program and then reliability coefficient was calculated using Pearson correlation coefficient. Biemer, Christ and Wiesen (2009) state that a reliability coefficient of 0.7 or more is acceptable. Data obtained from the pilot study was subjected to Cronbach Alpha reliability analysis to establish internal consistency of the questionnaires.

3.7 Data collection Procedure

Data was collected using administering of questionnaires and interviewing techniques. The students filled the questionnaires in the presence of the researcher to ensure that any ambiguous items were clarified and that no student leaves blank spaces. The researcher took the respondents through the instructions and once they indicated that they have understood, they were allowed to fill them. While the students were filling the questionnaires, the researcher was interviewing the school principal. The interview conversation was recorded using a mobile phone which was then be transferred into a laptop for analysis. These techniques were considered the most appropriate because they allowed the investigator to collect a lot of data from the respondents within a short time and in an economical way.

The whole research process involved the use of financial resources in travelling, printing and photocopying the research instruments and paying the research assistants. To avoid any interruption on the process, the researcher prepared a budget and then sourced for funds. The researcher sought for authorization letter from the Department of Open Learning University of Nairobi and then applied for a research permit from the National Commission for Science,

Technology and Innovation (NACOSTI). Once the research permit was obtained, the researcher contacted the education officials in Kakuma refugee camp to seek permission to conduct the study. The principals of secondary schools in the camp were then contacted to book appointments for data collection. The questionnaires were administered to the students and then collected the same day. The school principals were also interviewed the same day and the information was recorded and then saved for analysis.

3.8 Data Analysis Techniques

Data that was collected using questionnaires was coded into SPSS program. The data was then checked for outliers and missing values. Data on cultural practices, educational resources, influx of Refugees and foreign academic certification was explored using frequencies, percentages, mean and standard deviation. The results were used to answer research questions. Thematic analysis was used to analyze qualitative data. Qualitative data was organized into themes according to the study objectives. The results complemented the findings of quantitative data. The results were presented using tables and pie charts. Table 3.2 presents data analysis matrix.

Table 3. 2: Data Analysis Matrix

| Independent Variable | Indicators | Analysis Approach |
|-----------------------------|--|---|
| Cultural practices | <ul style="list-style-type: none"> • Early marriages • Forced marriages • Female Genital Mutilation | Calculation of mean, percentage, standard deviation and Thematic analysis |
| Educational resources | <ul style="list-style-type: none"> • Teaching and learning materials • Physical facilities • Trained Teachers | Calculation of mean, percentage, standard deviation and thematic analysis |
| Influx of Refugees | <ul style="list-style-type: none"> • Number of Refugees in the camp | Calculation of mean, percentage, standard |

| | | |
|--------------------------------|--|---|
| | <ul style="list-style-type: none"> • Number of new Refugee arrivals in the camp | deviation and thematic analysis |
| Foreign academic Certification | | Calculation of mean, percentage, standard deviation and thematic analysis |
| Dependent Variable | <ul style="list-style-type: none"> • Access • Enrolment • Transition • Performance • Inclusiveness • Retention | Calculation of mean, percentage, standard deviation and thematic analysis |

3.9 Ethical Considerations

All the ethical guidelines were strictly adhered to, including the health protocols by the Ministry of health regarding the Covid 19 pandemic. The respondents were not coerced to participate in the study. The questionnaire items were written using a language that was not offensive and the researcher did not ask questions that are too personal. The respondents were be given a consent form to read and understand the purpose of the study before making a decision to participate by signing. The participants were not required to write their names on the questionnaire and the results were only discussed in summary form. The data collected was only used for the purpose of this study and no one else apart from the researcher and the research assistants had access to the information that was collected.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter contains presentation of the analyzed data, interpretation and discussion of the findings.

4.2 Questionnaire Return Rate

Table 4.1 shows the return rate for the research instruments.

Table 4.1: Questionnaire Return Rate

| Questionnaires Issued | | | | | Return Rate | |
|-----------------------|-----------------|------|-------|-------------------|-----------------|---------|
| <u>Schools</u> | <u>Students</u> | | | <u>Schools</u> | <u>Students</u> | |
| | | Boys | Girls | <u>principals</u> | Boys | Girls |
| | F1 | 72 | 35 | | 69(96%) | 30(86%) |
| | F2 | 88 | 32 | | 73(83%) | 28(88%) |
| | F3 | 68 | 18 | | 58(85%) | 15(83%) |
| 5 | F4 | 50 | 15 | 5 | 5 | 10(67%) |
| | | | | | 37(74%) | |
| Total | 5 | 378 | | 5 | 320 (85%) | |

A total of 378 questionnaires were issued. In form one, 107 questionnaires were used with 72 being administered to boys and 35 administered to girls. The return rate of the questionnaires administered to boys and girls was 96% and 86% respectively. In form two, a total of 120 questionnaires were issued. The number of questionnaires administered to boys was 88 while the number of questionnaires administered to girls was 32. The percentage return rate for boys was 83% and for the girls it was 88%. In form three, a total of 86 questionnaires were issued. The number of questionnaires administered to boys was 68 while those administered to girls was 18. The return rate for boys and girls was 85% and 83%

respectively. In form four, a total of 65 questionnaires were given out. The number of questionnaires administered to boys was 50 while that of girls was 15. The return rate of the questionnaires for boys was 74% while that of girls was 67%. In total, out of the 378 questionnaires issued, 320 were used in data analysis. The overall return rate for this study was 85%. Some of the questionnaires that were not used in data analysis were incomplete while others were not returned. Five principals were interviewed and all the interview guides were included in data analysis translating to 100 return rate.

4.3 Demographic Information of the Respondents

This section presents the background information of the students and the school principals.

4.3.1 Gender and Age

Table 4.2: Gender and Age of the Respondents

| Form | Gender | | Age | |
|-------|-----------|----------|-------|----------|
| | Male | Female | Mean | Std Dev. |
| 1 | 69 (22%) | 30 (9%) | 18.31 | 3.37 |
| 2 | 73 (23%) | 28 (9%) | 19.13 | 3.07 |
| 3 | 58(18%) | 15 (5%) | 21.96 | 3.18 |
| 4 | 37(12%) | 10 (3%) | 21.12 | 2.77 |
| Total | 237 (74%) | 83 (26%) | 20.13 | 3.02 |

Table 4.2 contains the descriptive statistics of the demographic information scores by gender and age. Form one had the lowest age mean of 18.31 with a standard deviation of 3.37. The number of male respondents was 69 representing 22% of the total respondents while the number of female respondents was 30 representing 9%. In form two, the percentage of male respondents was 23% and the percentage of female respondents was 9%. The mean age was 19.13 with a standard deviation of 3.07. Form three had the highest age mean of 21.96 ($SD = 3.18$). The percentage of male and female respondents were 18% and 5% respectively. In form four, the percentage of male respondents was 12% while that of females was 3%. The mean age was 21.12 with a standard deviation of 2.77. In total, the percentage of male respondents was 74% while that of females was 26%. The mean age was 20.13 with a standard deviation of 3.02.

4.3.2 Form of the Students

Table 4.3 presents the form of the students.

Table 4.3: Class of the Students

| | Frequency | Percent |
|------------|-----------|---------|
| Form one | 53 | 16.6 |
| Form two | 61 | 19.1 |
| Form three | 93 | 29.1 |
| Form four | 113 | 35.3 |
| Total | 320 | 100.0 |

Table 4.3 shows the descriptive statistics of the demographic information scores by form. In form one, the number of questionnaires used in data analysis was 53 representing 16.6% of the total. In form two, a total of 61 questionnaires were used in data analysis representing 19.1%. In form 3, the number of questionnaires used in data analysis was 93 representing 29.1%. In form 4, the number of questionnaires used in data analysis was 113 representing 35.3%. The total number of questionnaires used in data analysis was 320.

4.3.3 Country of Origin of the Students

Table 4.4 presents the country of origin of the students.

Table 4.4: Country of Origin of the Students

| | Frequency | Percent |
|-------------|-----------|---------|
| Burundi | 10 | 3.1 |
| DRC | 10 | 3.1 |
| Ethiopia | 40 | 12.5 |
| Somalia | 12 | 3.8 |
| South Sudan | 173 | 54.1 |
| Sudan | 63 | 19.7 |
| Uganda | 12 | 3.8 |
| Total | 320 | 100.0 |

Table 4.4 shows the descriptive statistics of the demographic information scores by country of origin. The findings indicate that majority of the respondents were from South Sudan with the frequency being 173 representing 54.1% of the total number of respondents. Sudan had 63 respondents representing 19.7%. The respondents from Ethiopia were 40 representing 12.5%. Uganda and Somalia had 12 respondents each, representing 3.8% for each country. The countries with the least number of respondents were Burundi and DRC each having 10 respondents a representative of 3.1% for each country.

Table 4.5: Demographic Information of the Principals

| | | Frequency | Percentage |
|---------------------------------|-------------|-----------|------------|
| Gender | Male | 3 | 60 |
| | Female | 2 | 40 |
| Experience as principal (years) | 1 | 1 | 20 |
| | 2-3 | 2 | 40 |
| | 4-5 | 1 | 20 |
| | 6-7 | - | |
| | 8 and above | 1 | 20 |
| Highest level of Education | Diploma | 2 | 40 |
| | BED | 2 | 40 |
| | Masters | 1 | 20 |
| | PhD | - | |

Table 4.5 shows that 60% of the principals were male while 40% were female. Regarding work experience as a principal, 20% of the principals indicated that they had an experience of one year, 40% had 2-3 years' experience, 20% indicated 4-5 years while 20% had an experience of 8 years and above. The principals were also required to indicate the highest level of education and the results indicate that 20% of the principals had a diploma in education, 40% had a bachelor's degree while 20% had masters degree.

4.4 Cultural Practices and Implementation of Secondary Education Project for Refugees

This section presents descriptive statistics of the responses on cultural practices, implementation of secondary education projects, hypothesis testing and discussion of the results.

4.4.1 Descriptive Statistics of the Responses on Cultural Practices

Table 4.6 presents the description of responses on cultural practices.

Table 4.6: Responses on Cultural Practices and Implementation of Secondary education project for Refugees

| | Statement | SA | A | U | D | SD | Mean | Std Dev. |
|----|--|-------|-------|-------|-------|------|------|----------|
| 1. | Early marriages affects access, enrolment and transition to post primary education | 51.9% | 37.2% | 2.2% | 7.5% | 1.3% | 4.31 | 0.93 |
| 2. | Early marriages affects inclusiveness, retention and performance in post primary education | 47.5% | 38.4% | 4.1% | 8.8% | 1.3% | 4.22 | 0.97 |
| 3. | The challenge to access, enrolment and transition to post primary education is forced marriages | 22.2% | 24.7% | 20.0% | 28.1% | 5.0% | 3.31 | 1.24 |
| 4. | Forced marriages affects inclusiveness, retention and academic performance in post primary education | 41.6% | 44.4% | 1.9% | 10.3% | 1.9% | 4.13 | 1.00 |
| 5. | Female genital mutilation denies girls an opportunity to access, transit and enroll | 17.5% | 45.6% | 10.6% | 19.4% | 6.9% | 3.48 | 1.19 |

| | | | | | | | | |
|----|---|-------|-------|------|-------|------|------|------|
| | in secondary education for refugees | | | | | | | |
| 6. | Female genital mutilation hampers inclusiveness, retention and academic performance in post primary education | 21.9% | 45.9% | 7.2% | 21.9% | 3.1% | 3.62 | 1.14 |

Note

SA-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**- Strongly Disagree

Table 4.6 shows the descriptive statistics of the respondents' cultural practices scores. In the first question, the study sought to find whether early marriages influenced enrolment in secondary schools in Kakuma Refugee Camp. The percentage of the respondents who strongly agreed was 51.9%, 37.2% agreed and 2.2% were undecided. The findings also showed that 7.5% of the respondents disagreed whereas 1.3% strongly disagreed. The mean score was 4.31 with a standard deviation of 0.93. The findings suggest that generally early marriages affect enrolment in secondary schools in the locale of the study.

In another question, the respondents were asked whether academic performance, inclusive education and retention in secondary schools were affected by early marriages. Majority of the respondents (47.5%) strongly agreed, 38.4% agreed and 4.1% were undecided. However, 8.8% of the respondents disagreed and 1.3% strongly disagreed. The mean score was 4.22 ($SD = 0.97$). The results imply that generally, early marriages affect academic performance, inclusive education and retention in secondary schools in Kakuma Refugee Camp.

The study sought to find out whether forced marriages influenced the enrolment of the refugee children in secondary schools and transition to secondary schools. The findings indicated that 22.2% strongly agreed that forced marriages affected enrolment in secondary schools, 24.7% agreed and 20.0% of the respondents were undecided. The findings also indicated that 28.1% disagreed while 5.0% strongly disagreed. The mean score was 3.31 with a standard deviation of 1.24. In general, the findings infer that forced marriages affect access and enrolment to secondary schools in the location of the study.

As to whether involuntary marriages influenced the academic performance of refugee students in secondary schools, the percentage of the respondents who strongly agreed was 41.6%, 44.4% agreed and 1.9% were undecided. However, 10.3% disagreed whereas 1.9% strongly disagreed. The mean score was 4.13 ($SD = 1.00$). The findings suggest that generally forced marriages affect retention and academic performance in secondary schools found in Kakuma Refugees Camp.

The respondents were asked to indicate whether FGM affected transition, access and enrollment of refugee students in secondary schools. The results showed that 17.5% strongly agreed that FGM affected girl's education, 45.6% agreed and 10.6% were undecided. Nevertheless, 19.4% disagreed while 6.9% strongly disagreed. The mean score was 3.48 with a standard deviation 1.19. The findings infer that FGM affect access and enrolment of girls in secondary schools in the area of the study.

Regarding the influence of FGM on academic performance and school drop out, the findings showed that majority of the respondents (45.9%) agreed, 21.9% strongly agreed and 7.2% were undecided. The findings also showed that 21.9% disagreed while 3.1% strongly disagreed. The mean score was 3.62 ($SD = 1.14$). The findings indicate that FGM affect retention and academic performance of secondary schools in Kakuma Refugee Camp.

Generally, the findings of this study showed that cultural practices such as early marriages, forced marriages and female genital mutilation affect the implementation of secondary education projects in Kakuma refugee camp.

4.4.2 Description of Implementation of Education Project scores

Table 4.7 presents the description of responses on implementation of education projects.

Table 4.7: Description of Responses on Implementation of Education Project Scores

| | Statement | SD | D | U | A | SA | Mean | Std Dev. |
|----|--|-------|-------|-------|-------|-------|------|----------|
| 1. | Refugees in this camp have access to secondary school education | 30.0% | 54.4% | 5.3% | 9.7% | 0.6% | 2.03 | 0.89 |
| 2. | Any Refugee can enroll in any secondary school in the camp | 38.8% | 42.5% | 6.9% | 10.0% | 1.9% | 2.08 | 1.03 |
| 3. | After KCPE, all primary school pupils in this camp transit to secondary schools | 28.1% | 40.6% | 10.0% | 16.6% | 4.7% | 3.01 | 1.18 |
| 4. | Academic performance of secondary school students in national examinations is satisfactory | 15.0% | 44.7% | 17.8% | 20.0% | 2.5% | 2.24 | 1.05 |
| 5. | Secondary school education in this camp is inclusive | 25.0% | 52.8% | 13.1% | 7.8% | 1.3% | 3.24 | 0.90 |
| 6. | All students who enroll in form one complete secondary education | 11.6% | 22.5% | 14.7% | 36.6% | 14.7% | 2.20 | 1.27 |

Note: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**- Strongly Disagree

Table 4.7 shows the descriptive statistics of implementation of education project scores. The study sought to find out whether refugees had access to secondary school education. Majority of the respondents representing 54.4% disagreed and 30.0% strongly disagreed. The findings also showed that 5.3% were undecided, 9.7% agreed while 0.6% strongly agreed. The mean score was 2.03 with a standard deviation of 0.89. Based on the results, access to secondary school education in the camp was limited.

The question concerning whether the refugees had the freedom to join any secondary school in the camp, yielded results showing that a majority of the respondents (42.5%) disagreed and 38.8% strongly disagreed. The results also showed that 6.9% were undecided, 10.0% agreed while 1.9% strongly agreed. The mean score was 2.08 ($SD = 1.03$). From the results, refugees had challenge a in enrolling in any secondary school of their choice in the camp.

With regard to whether there was 100% transition of primary school pupils to secondary schools, the findings showed that majority of the respondents (40.6%) disagreed that all pupils from primary schools transit to secondary schools. The percentage of those who strongly disagreed was 28.1% and those undecided were 10.0%. However, 16.6% agreed whereas 4.7% strongly agreed. The mean score was 3.01 with a standard deviation of 1.18. The findings suggest that most of the respondents were undecided with regard to transition to secondary schools.

The study examined whether the performance in KCSE among the students in the refugee camp was satisfactory. The findings indicated that majority of the respondents (44.7%) disagreed, 15.0% strongly disagreed and 17.8% were undecided. However, 20.0% agreed while 2.5% strongly agreed that the performance was satisfactory. The mean score was 2.24 ($SD = 1.05$). The results indicate that the performance of secondary schools in Kakuma Refugee Camp was below standard.

The study also sought to find out whether the secondary school education offered in the camp was inclusive. Majority of the respondents (52.8%) disagreed that secondary school education in the camp was inclusive. The findings also showed that 25.0% of the respondents strongly disagreed and 13.1% were undecided. Nevertheless, 7.8% agreed while 1.3% strongly agreed. The mean score was 3.24 with a standard deviation of 0.90. The outcome revealed that most of the respondents were undecided with regard to whether secondary school education in the camp was inclusive.

The question concerning whether students who joined secondary schools completed their secondary school education yielded results showing that, 36.6% of the respondents agreed and 14.7% strongly agreed. The results also showed that 11.6% strongly disagreed, 22.5% disagreed and 14.7% were undecided. The mean score was 2.20 ($SD = 1.27$). Based on the findings, most of the students who enrolled in secondary school in the camp, did not

complete their secondary education. This may be attributed to the challenges faced in the implementation of secondary education.

4.4.3 Hypothesis Testing

The first objective of this study was to examine the influence of cultural practices on the implementation of secondary education project for Refugees in Kakuma Refugee Camp. To achieve this, the researcher tested the following null hypothesis;

H₀₁ Cultural practices do not significantly influence the implementation of secondary education project for Refugees in Kakuma Refugee Camp.

The hypothesis was tested using Pearson correlation and the results are presented in Table 4.8.

Table 4.8: Pearson’s correlation of cultural practices and implementation of secondary education project

| | | Cultural Practices | Implementation of secondary education project |
|--|---------------------|--------------------|---|
| Cultural Practices | Pearson Correlation | 1 | -.16* |
| | Sig. (2-tailed) | | .00 |
| | N | 320 | 320 |
| Implementation of secondary education projects | Pearson Correlation | -.16* | 1 |
| | Sig. (2-tailed) | .00 | |
| | N | 320 | 320 |

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 shows that, cultural practices and implementation of secondary education projects were negatively correlated, $r(320) = -.16, p = .00$. The data from Table 4.7 also showed that the correlation was statistically significant. The null hypothesis was thus rejected and the alternative hypothesis adopted which stated that, there cultural practices significantly influence implementation of secondary education projects. The findings indicate that cultural practices affect the implementation of secondary school projects in Kakuma

Refugee Camp. Increase in cultural practices scores is associated with a decrease in implementation of secondary education projects and vice versa.

To complement quantitative data, the researcher collected qualitative data from the principals of the sampled schools. The researcher sought to find out if early marriages affect the implementation of secondary education projects. One of the principals stated that early marriages cause school dropout, poor academic performance for those who come back and absenteeism. This negatively affect the quality of education and learning outcomes among refugee children. The results also showed that girls who get married at a younger age do not finish their school curriculum. They give birth early and are vulnerable to increased violence from their partners. Consequently, this influences the health and education of their children as well as the ability to lead a good life.

4.4.4 Discussion of the Results

The results of this study reveal that there exists a significant positive correlation between cultural practices and implementation of secondary education projects. This outcome support findings of past research studies carried out in this field. King et al. (2019) conducted a research study aimed at investigating factors that encumber refugees' access to education. The study was conducted in sub-Saharan Africa. The results of the study revealed that, cultural practices such as early marriages affect the enrollment rate and leads to the dropping out of girls from secondary education. Based on the findings, cultural practices such as early marriages and forced marriages may be a challenge to implementing secondary education in Kakuma Refugees Camp since it lowers the enrollment to secondary school education.

Early and forced marriages impede girl's psychological well-being, education and health. This practice inevitably infringes the right to education for young women of school age which is necessary for personal growth, preparation for adulthood, and effective contribution to the welfare of family and society in the future. This has led many girls in refugee set ups to drop out of school because of their tradition hence affecting the implementation of Secondary education projects.

This means that enhancing access to quality education for girls while at the same time enlightening community in the refugee camp to amend societal customs that permit early and forced marriage to continue which comes with aspect of funds. These funds are

indirectly spent to enlighten the community instead of being used in schools. However, the existence of laws that promote equal education for girls and enlighten the community have not been effective in preventing parents especially in low income communities from marrying off their daughters under the age of 18. Additionally, early childhood marriage is associated with infringement of other rights such as right to expression, right to protection from abuse, protection from obnoxious traditional practices, hazardous environment and child labor which impedes schooling.

Forced marriage affects the psychological well-being of girls while also dehumanize and overburden them leading to depression. This affects retention, enrollment, access and transition of girls to secondary schools.

The findings of this study also support a report by HEART (2016). The report indicated that cultural practices such as early marriages affects refugees’ access to education. As a result of these findings the challenge of implementing secondary education in Kakuma Refugee Camp may be attributed to cultural practices. Cultural practices such as early marriages and forced marriages may lead to high dropout rates from secondary schools, consequently affecting the implementation of secondary school projects.

4.5 Educational Resources and Implementation of Secondary Education Project for Refugees

This section presents the description of responses on educational resources, hypothesis testing and discussion of the results.

4.5.1 Description of the Responses on Educational Resources

Table 4.9 presents the description of responses on educational resources.

Table 4.9: Descriptive of Responses on Educational Resources

| | Statement | SA | A | U | D | SD | Mean | Std Dev. |
|----|--|-------|-------|------|------|------|------|----------|
| 1. | Inadequate teaching and learning materials affect access, enrolment and transition to post primary education | 35.9% | 52.8% | 3.1% | 6.3% | 1.9% | 4.15 | 0.89 |

| | | | | | | | | |
|----|--|-------|-------|------|-------|------|------|------|
| 2. | Inadequate teaching and learning materials affects inclusiveness, retention and academic performance in post primary education | 42.2% | 45.9% | 3.8% | 7.5% | 0.6% | 4.22 | 0.89 |
| 3. | The challenge to access, enrolment and transition to post primary education is inadequate physical facilities | 26.6% | 48.4% | 8.1% | 13.1% | 3.8% | 3.81 | 1.09 |
| 4. | Poor and inadequate physical facilities affects inclusiveness, retention and academic performance in post primary education | 32.2% | 46.9% | 9.7% | 8.1% | 3.1% | 3.97 | 1.01 |
| 5. | Inadequate trained teachers affects academic performance in post primary schools | 30.6% | 48.4% | 8.1% | 12.2% | 0.6% | 3.96 | 0.97 |

Note: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**- Strongly Disagree

Table 4.9 shows the descriptive statistics of response on educational resources. The study sought to find out whether shortage of teaching and learning resources influenced the access, transition and enrolment in secondary schools in the camp and the findings showed that majority of respondents (52.8%) agreed that inadequate teaching and learning aids influenced implementation of secondary school education projects. The results also indicated that 35.9% of the respondents strongly agreed, 3.1% were undecided, 6.3% disagreed and 1.9% strongly disagreed. The mean score was 4.15 with a standard deviation of 0.89. Based on the findings, lack of enough teaching and learning resources affected access and enrolment in secondary schools in Kakuma Refugee Camp.

Regarding the effect of shortage of teaching and learning resources on academic performance in secondary schools, 42.2% of the respondents strongly agreed, 45.9% agreed while 3.8% were undecided. A few of the respondents representing 0.6% strongly disagreed while 7.5% disagreed that shortage of teaching and learning resources affected academic performance. The mean score was 4.22 ($SD = 0.89$). The findings indicate that, shortage of teaching and learning resources, affect the academic performance of secondary schools in the area where the study was carried.

The study also investigated the influence of inadequate physical facilities on enrolment and transition to secondary schools. The findings showed that 48.4% of the respondents agreed, 26.6% strongly agreed while 8.1% were undecided. The results also showed that 13.1% of the respondents disagreed whereas 3.8% strongly disagreed. The mean score was 3.81 with a standard deviation of 1.09. The results imply that inadequate of physical facilities hindered access and enrolment to secondary schools in Kakuma Refugee Camp.

The respondents also gave feedback on whether poor physical facilities affect academic performance in secondary schools. The findings revealed that 46.9% of the respondents agreed that shortage of school facilities affected academic performance, 32.2% strongly agreed, 9.7% were undecided, 8.1% disagreed while only 3.1% strongly disagreed. The mean score was 3.97 ($SD = 1.01$). The findings clearly indicate that poor physical facilities affect academic performance. The results infer that shortage of physical facilities affects academic performance of secondary schools in locale of the study.

Concerning the effect of inadequate qualified teachers on academic performance in secondary schools in Kakuma, 48.4% of the respondents agreed that it affects academic performance, 30.6% strongly agreed whereas 8.1% were undecided. The percentage of those who disagreed was 12.2 whereas 0.6% strongly disagreed. The mean score was 3.96 with a standard deviation of 0.97. From the findings, inadequate qualified teachers affects academic performance of secondary schools in Kakuma Refugees Camp.

4.5.2 Hypothesis Testing

In the second objective of this study, the researcher sought to examine the extent to which educational resources affect the implementation of secondary school education project for Refugees in Kakuma. In order to achieve this, a null hypothesis was generated which stated

that there existed no significant relationship between educational resources and implementation of secondary education projects in Kakuma Refugees Camp. The results are presented in Table 4.10.

Table 4.10: Pearson’s correlation of educational resources and implementation of secondary education project

| | | Implementation of secondary education project | Educational resources |
|--|------------------------|--|--------------------------|
| Implementation of secondary education project | Pearson Correlation | 1 | .12* |
| | Sig. (2-tailed) | | .03 |
| | N | 320 | 320 |
| Educational resources | Pearson Correlation | .12* | 1 |
| | Sig. (2-tailed) | .03 | |
| | N | 320 | 320 |

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 shows that, educational resources and implementation of secondary education projects were positively correlated $r(320) = .12, p = .03$. The data from Table 4.9 also revealed that the relationship was statistically significant. The null hypothesis was therefore rejected and the alternative hypothesis adopted. It stated that a significant relationship exists between educational resources and implementation of secondary education projects. The results indicate that, an increase in educational resources helps in better implementation of secondary education projects and vice versa.

The results of qualitative data analysis showed that availability and adequacy of educational resources affect the quality of teaching and learning activities in secondary schools in the camp. The resources play a key role in making implementation of education possible. The ratio of resources to students matter a lot in the implementation of educational projects. If

the quality and numbers are insufficient, the output will be poor. Teaching and learning materials help the learners and teachers in implementing the MoE set curriculum.

4.5.3 Discussion of the Results

The study found that there exists a significant positive relationship between educational resources and implementation of secondary education projects. This outcome support findings of past research studies in this field. King et al. (2019) conducted a research study aimed at examining the factors that hinder refugees’ access to secondary education. The study was conducted in sub-Saharan Africa. The findings of this study disclosed that education resources for secondary schools are often inadequate for refugees. This hinders access and enrolment to secondary schools in the refugee camps. Based on the outcome, the challenge of implementing secondary education in Kakuma Refugees Camp may be attributed to insufficient education resources which impedes access and enrolment in secondary school education.

The findings of this study also support a report by UNHCR (2018). The report indicated that, Kakuma Refugee Camp faced the challenge of insufficient education resources and this led to low enrolment to secondary education. The dropout rate was also reported to be high and this was attributed to lack of enough skilled teachers and the high cost of secondary education. From this report it was revealed that education resources may impede Implementation of secondary education projects in Kakuma Refugees Camp.

4.6 Influx of Refugees and Implementation of Secondary Education Project for Refugees

This section contains description of responses on influx of refugees, hypothesis testing and discussion of the findings.

4.6.1 Description of the Responses on Influx of Refugees

Table 4.11 presents the description of the responses on influx of refugees.

Table 4.11: Description of Responses on Influx of Refugees

| Statement | SA | A | U | D | SD | Mean | Std Dev. |
|---|-------|-------|------|-------|------|------|----------|
| 1. The large number of refugees in the camp has | 24.1% | 39.4% | 5.9% | 26.3% | 4.4% | 3.53 | 1.23 |

| | | | | | | | | | |
|----|--|-------|-------|-------|-------|------|------|------|--|
| | negatively affected access to post primary education | | | | | | | | |
| 2. | The large number of refugees in the camp has negatively affected enrolment in post primary education | 24.1% | 33.1% | 10.6% | 27.8% | 4.4% | 3.45 | 1.25 | |
| 3. | The challenge to transition to post primary education is the large number of refugees | 25.9% | 32.8% | 9.4% | 26.3% | 5.6% | 3.47 | 1.28 | |
| 4. | The large number of refugees in the camp has affected inclusiveness and retention in post primary education | 22.5% | 38.4% | 10.0% | 24.7% | 4.4% | 3.50 | 1.21 | |
| 5. | There are too many students beyond the capacity of secondary schools in the camp which negatively affects academic performance | 39.1% | 34.7% | 4.4% | 20.6% | 1.3% | 3.90 | 1.17 | |

Note: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**- Strongly Disagree

Table 4.11 shows the descriptive statistics for the responses on influx of refugees. The study examined whether high population in the refugee camp negatively influenced access to secondary education. The results indicated that 39.4% of the respondents agreed, 24.1% strongly agreed while 5.9% were undecided. However, 26.3% of the respondents disagreed whereas 4.4% strongly disagreed that increased numbers of refugees negatively affected secondary education. The mean score was 3.53 with a standard deviation of 1.23. From the findings, the high population of refugees in Kakuma Refugees Camp, makes access to secondary school education difficult.

Concerning whether large influx of refugees in the camp negatively affected enrolment in secondary schools, the findings indicated that 33.1% of the respondents agreed, 24.1% strongly agreed while 10.6% were undecided. A few respondents representing 4.4% strongly disagreed while 26.3% disagreed. The mean score was 3.45 ($SD = 1.25$). The results reveal that, the large number of refugees in the camp pose a challenge to enrolment in secondary schools.

The study also sought to find out whether high population of refugees in the camp negatively affected transition to secondary schools. The findings revealed that majority of the respondents (32.8%) agreed, 25.9% strongly agreed while 9.4% were undecided. Nevertheless, 26.3% of the respondents disagreed while 5.6% strongly disagreed. The mean score and the standard deviation were 3.47 and 1.28 respectively. Based on the results, the high population of refugees negatively affects transition to secondary schools in the camp.

The question concerning whether having a large population of refugees in the camp negatively influenced inclusiveness in secondary school yielded results showing that, 38.4% of the respondents agreed and 22.5% strongly agreed. The results also showed that 4.4% strongly disagreed, 24.7% disagreed and 10.0% were undecided. The mean score was 3.50 ($SD = 1.21$). The findings reveal that, the large number of refugees in the camp affects inclusiveness and retention in secondary education in Kakuma Refugee Camp.

The study also investigated whether having a large number of students exceeding the capacity of secondary schools negatively affected academic performance. The findings indicated that, majority of the respondents (39.1%) strongly agreed whereas 34.7% agreed. However, a few of the respondents (1.3%) strongly disagreed, 20.6% disagreed while 4.4% were undecided. The mean score and the standard deviation were 3.90 and 1.17 respectively. The results infer that, having too many students surpassing the capacity of secondary schools in the camp leads to poor academic performance.

4.6.2 Hypothesis Testing

The researcher hypothesized that there existed no significant relationship between influx of refugees and implementation of secondary school education projects in Kakuma Refugees Camp. The hypothesis was tested using Pearson correlation and the results are presented in Table 4.12.

Table 4.12: Pearson’s correlation of influx of Refugees and implementation of secondary education project

| | | Implementation of secondary education project | Influx of refugees |
|--|---------------------|---|--------------------------|
| Implementation of secondary school education projects | Pearson Correlation | 1 | .01 |
| | Sig. (2-tailed) | | .96 |
| | N | 320 | 320 |
| Influx of refugees | Pearson Correlation | .01 | 1 |
| | Sig. (2-tailed) | .96 | |
| | N | 320 | 320 |

Table 4.11 shows that the influx of refugees and implementation of secondary education were positively correlated $r(320) = .01, p = .96$. However, the association between influx of refugees and the implementation of secondary education project was not statistically significant and therefore, the null hypothesis was retained. The results suggest that influx of refugees did not influence the implementation of secondary school projects to a large extent. The principals were asked whether the number of refugees in the camp affect implementation of secondary education projects and the responses are presented as follows.

Principal 1: Yes, they are many while the available resources are very few. This affects the quality of learning.

Principal 2: Yes, too many learners put pressure on resources available thereby reducing quality of education and effective implementation.

Principal 3: Yes! Too many refugees strain the available resources leading to depletion especially on consumables. This leads to conflicts due to competition for resources and this overtly leads to slow or no transformation of the students. The number of refugees affect enrolment. Currently enrollment is too high that schools are forced to have two in one schools.

Principal 4: Yes. The quality of education is compromised because of large population in school. The standard class population as per MOE should be 45 per class but in schools in

the camp, the average population is 100 per class. The resources (Human resources, physical resources) are inadequate for effective and efficient delivery of the services required.

4.6.3 Discussion of the Results

Even though the findings of this study revealed that the association between influx of refugees and implementation of secondary school education projects was not statistically significant, there exists a positive relationship between the two variables. These results are similar to findings of past research studies in this field. King et al. (2019) conducted a research study focusing on probing the factors that hamper refugees' access to secondary education. The outcomes of this study revealed that, the high population of refugees in sub-Saharan Africa, overwhelms the resources available for secondary schools' education in refugee camps. From these findings, the challenge of implementing secondary education projects in Kakuma Refugees Camp may be attributed to influx of refugees. This hinders accessibility of teaching and learning resources which may lead to poor academic performance.

A report by HEART (2016) also reported similar findings. The report indicated that one of the major challenges affecting refugees' access to education is the high population. Owing to this challenge, only 25% percent of the refugee access secondary education due to the shortage of school space. Based on this findings, influx of refugees may hinder the implementation of secondary school projects in Kakuma Refugees Camp.

4.7 Foreign Academic Certification of Refugees and Implementation of Secondary Education Project for Refugees

This section presents the description of responses on foreign academic certification, hypothesis testing and discussion of the findings.

4.7.1 Description of the Responses

Table 4.13 presents the description of the responses on foreign academic certification.

Table 4.13: Description of the Responses on Foreign Academic Certification

| | Statement | SA | A | U | D | SD | Mean | Std Dev. |
|----|---|-------|-------|------|-------|------|------|----------|
| 1. | National examination certificates for secondary schools being different in different countries affects access, enrolment and transition to post primary education | 29.7% | 45.0% | 5.6% | 16.6% | 3.1% | 3.82 | 1.13 |
| 2. | National examination certificates for secondary schools being different in different countries affects inclusiveness, retention and academic performance in post primary educational institutions | 28.1% | 42.5% | 6.6% | 20.9% | 1.9% | 3.74 | 1.14 |
| 3. | Interpretation of foreign certificates is a challenge to access, enrolment and transition to post primary education in Kakuma Refugee Camp. | 31.9% | 45.3% | 8.8% | 9.1% | 5.0% | 3.90 | 1.10 |
| 4. | Interpretation of foreign certificates affects inclusiveness, retention and academic performance in post primary education institutions. | 23.4% | 46.9% | 7.5% | 19.7% | 2.5% | 3.69 | 1.11 |

Note: **SA**-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**- Strongly Disagree

Table 4.13 shows the descriptive statistics of response scores. The study sought to find out whether national examination certificates for secondary schools being different in different countries influenced enrolment and changeover to secondary education in Kakuma Refugees Camp. The findings revealed that majority of the respondents (45.0%) agreed, 29.7 % strongly agreed while 5.6% were undecided. The results also showed that a few of the

respondents representing 3.1% strongly disagreed whereas 16.6% disagreed. The mean score was 3.82 ($SD = 1.13$). Based on the findings, the difference in national examination certificates for refugee students in different countries affect transition to secondary education.

The study also investigated whether national examination certificates for secondary schools being different in different countries influenced inclusiveness and academic performance in secondary schools. The findings indicated that 28.1% of the respondents strongly agreed, 42.5% agreed while 6.6% were undecided. However, 1.9% strongly disagreed whereas 20.9% disagreed. The mean score and the standard deviation were 3.74 and 1.14 respectively. The findings imply that, the difference in national examination certificates for secondary schools in different countries, influence the academic performance of secondary schools in the location of the study.

The question concerning whether the interpretation of foreign certificates posed a challenge to enrolment and changeover to secondary schools yielded results showing that, majority of the respondents (45.3%) agreed while 31.9% strongly agreed. The results also revealed that 9.1% of the respondents disagreed, 5.0% strongly disagreed whereas 8.8% were undecided. The mean score was 3.90 ($SD = 1.10$). The results indicate that the interpretation of foreign certificates makes access and enrolment to secondary schools difficult.

The study also examined whether interpretation of foreign certificates influenced retention and academic performance in secondary schools. The findings indicated that, 46.9% agreed, 23.4% strongly agreed while 7.5% were undecided. However, a few of the respondents representing 2.5% strongly disagreed while 19.7% disagreed. The mean score was 3.69 with a standard deviation of 1.11. The findings infer that, the interpretation of foreign certificates influences the academic performance of secondary schools in location of the study.

4.7.2 Hypothesis Testing

During this study, a null hypothesis was generated which stated that there existed no significant relationship between foreign academic certification of refugees and implementation of secondary education in Kakuma Refugees Camp.

Table 4.14 Pearson’s correlation of foreign academic certification and implementation of secondary education project

| | | Implementation of secondary education project | Foreign academic certification |
|---|---------------------|---|-----------------------------------|
| Implementation of secondary education projects | Pearson Correlation | 1 | .17* |
| | Sig. (2-tailed) | | .00 |
| | N | 320 | 320 |
| Foreign academic certification | Pearson Correlation | .17* | 1 |
| | Sig. (2-tailed) | .00 | |
| | N | 320 | 320 |

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 indicates that, foreign academic certification of refugees and implementation of secondary education projects were positively correlated, $r(320) = .17, p = .00$. The data from Table 4.13 also revealed that the correlation was statistically significant. The null hypothesis was thus rejected and the alternative hypothesis adopted which stated that, a significant relationship exists between foreign academic certification of refugees and implementation of secondary education project. The findings reveal that foreign academic certification affect the implementation of secondary education projects in Kakuma Refugee Camp.

The researcher also sought to find out from the principals how foreign certification affect the implementation of secondary education projects. Qualitative data were collected and the results are presented as follows.

Principal 1: It prevents majority of them from being absorbed into the secondary education.

It leads to creating a push factor away from camp schools and those within do not work to offer services as required due to refugee status thus leading to wastages.

Principal 2: Most learners come to the camp when they have already started or completed some levels of education in their mother countries. Since countries have different systems of education, the issue of foreign certificate becomes a hindrance to learners who come from some countries to continue with education.

Principal 3: The students who have not sat KCPE in Kenya can only qualify for KCSE when the foreign CPE certificates are equated by KNEC. This might affect the learner as they sit for KNEC qualifying test and sometimes make them to repeat Form 3 if it is not timely facilitated. Also when they fail the KNEC qualifying test they redo the examination again which affects the transition. Some students in the process of certification they tend to give up and drop out of school if the process is not well handled.

Principal 4: For Ugandan students the process is much tedious as it must go through UNEC then KNEC for equation letters to be issued. For the certificates which are not written in English they are taken to Embassy for the country for interpretation process.

Principal 5: It is the mandate of the school principal to guide the learners on admission point so that the process can take place immediately, so that when time for national examination comes the learner will not get disappointment.

4.7.3 Discussion of the Results

The results that there was a significant positive association between foreign academic certification of refugees and implementation of secondary education projects support results of past research studies conducted in this field. King et al. (2019) conducted a research study focusing on investigating the factors that hinder refugees' access to secondary education. The study was conducted in sub-Saharan Africa. The outcome of the study revealed that, the difference in academic certification for refugees from different countries and the different education curriculum make students to drop out secondary schools. This impedes the implementation of secondary education projects in refugee camps. Based on the findings, the challenge of implementing secondary school education projects in Kakuma Refugee Camp, maybe attributed to foreign academic certification which may hinder enrolment to secondary schools. A research study by Ali et al. (2016), supports the findings of the current study. The research study aimed at probing factors affecting refugees' access to education. The findings of this study revealed that foreign education policies and academic certification, influenced refugees' access to education in host countries. As a result, foreign academic certification may impede implementation of secondary education projects, which may lead to low enrollment in secondary schools in Kakuma Refugee Camp.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions and recommendations.

5.2 Summary of the Findings

5.2.1 Cultural Practices and Implementation of Secondary Education Project for Refugees

In the first objective, the study aimed at examining the effect of cultural practices on the implementation of secondary education projects for refugees in Kakuma Refugee Camp. The outcome revealed that, early marriages and forced marriages affected access, inclusiveness, enrolment, transition, retention and academic performance in secondary schools in the refugee camp. The findings also indicated that, cultural practices such as female genital mutilations affected access, enrolment, transition, retention, inclusiveness and academic performance of girls in the camp. The correlation analysis of the data collected showed that there was a significant negative relationship between cultural practices and implementation of secondary education projects in Kakuma Refugee Camp.

5.2.2 Educational Resources and Implementation of Secondary Education Project for Refugees

The second objective that guided this study was to investigate the effect of educational resources on the implementation of secondary education project for refugees in Kakuma Refugee Camp. The findings revealed that inadequate teaching and learning resources influenced access, inclusiveness, enrolment, transition, retention and academic performance in secondary education in the camp. The results also indicated that lack of enough skilled teachers influenced academic performance in secondary schools in the refugee camp.

The study also found that poor and inadequate physical facilities affected enrolment, retention, inclusiveness, access, transition and academic performance in secondary education in Kakuma Refugee camp. The correlation analysis of the data collected revealed a significant positive relationship exists between educational resources and implementation of secondary education projects in Kakuma Refugee Camp.

5.2.3 Influx of Refugees and Implementation of Secondary Education Project for Refugees

In the third objective, the study sought to investigate the effect of influx of refugees on the implementation of secondary education project for refugees in Kakuma Refugee Camp. The results showed that the large population of refugees in the camp negatively influenced access and enrolment in secondary schools in Kakuma Refugee Camp. The large population of refugees was also found to affect transition, retention and inclusiveness in secondary education in the refugee camp. The findings further revealed that having a large number of students exceeding the capacity of secondary schools in the refugee camp negatively affected academic performance. The correlation analysis of data collected showed a positive relationship exists between influx of refugees and implementation of secondary school education projects in Kakuma Refugee Camp. However, the association between the two variables was not statistically significant.

5.2.4 Foreign Academic Certification of Refugees and Implementation of Secondary Education Project for Refugees

The fourth objective of this study was to examine the effect of foreign academic certification of refugees on the implementation of secondary education programs for refugees in Kakuma Refugee Camp. It was established that national examination certificate for secondary schools being different in different countries affected access, inclusiveness, enrolment, transition, retention and academic performance in secondary education in Kakuma Refugee Camp. It was found that interpretation of foreign examination certificates affects inclusiveness, access, enrolment, retention, academic performance and transition to secondary education in Kakuma Refugee Camp. The correlation analysis of data collected revealed a statistically significant positive association between foreign academic certification and implementation of secondary education projects in Kakuma Refugee Camp.

5.3 Conclusion

The study results revealed that cultural practices such as early marriages, forced marriages and female genital mutilation affected the implementation of secondary education projects in Kakuma Refugee Camp. Therefore, for secondary education projects to be effectively implemented, the refugees should be sensitized on the negative impact of cultural practices

on the implementation of secondary education projects. This will go a long way in enhancing enrolment, inclusiveness, access, retention, academic performance and transition to secondary education in the Kakuma Refugee Camp.

Lack of adequate education resources such as teaching and learning materials, physical facilities and qualified teachers, was also found to affect the implementation of secondary education projects in Kakuma Refugee Camp. Consequently, for the secondary education projects to be efficiently implemented, the government in conjunction with other refugee organizations should allocate sufficient funds for education resources. This will improve academic performance, enrolment, inclusiveness, access, retention and transition to secondary education in the refugee camp.

The study also revealed that the high population of refugees affected the implementation of secondary education projects in camp. Even though the influence was not statistically significant, it was noted that having large population of refugees in the schools strained the available resources and compromised the quality of secondary education offered leading to poor academic performance in the schools. Therefore, for effective implementation of secondary education projects in the camp, the government in collaboration with other refugee organizations should therefore ensure that the population of refugees does not surpass the capacity of the available resources. This will go a long way in improving access, enrolment, inclusiveness, retention, transition and academic performance of secondary schools in Kakuma Refugee Camp.

The issue of national examination certificates for secondary schools being different in different countries was also found to significantly affect the implementation of secondary education projects in Kakuma Refugee Camp. Consequently, for effective implementation of secondary education projects, the government should come up with education policies that enable refugees to use their foreign academic certificates in the host country. This will enable the refugees to access, enroll and transit to secondary education without hindrances. It will also improve the academic performance in secondary education institutions in Kakuma Refugee camp.

5.4 Policy Recommendations

Based on the findings, the study makes the following recommendations;

- i. The national and county governments should come up with policies that guard school going children against retrogressive cultural practices and ensure that the policies are effectively implemented. This will give refugee children an opportunity to complete secondary education and attain quality grades for a better future.
- ii. The national government and other stakeholders in refugee education should provide adequate teaching and learning materials, physical facilities and qualified teachers in order to enhance the quality of secondary education in Kakuma refugee camp.
- iii. Influx of refugees was found to affect the implementation of secondary education projects in Kakuma refugee camp. To effectively meet the education needs of refugees, the national government and other stakeholders should come up with adequate measures to avoid an influx of refugees in refugee camps.
- iv. To ensure that certification does not affect the implementation of secondary education projects in refugee camps, the national government should come up with a certification and admission criteria that caters for students from different nationalities.

5.5 Recommendations for further research

The study makes the following recommendations for further research;

- i. The study was carried out in Kakuma refugee camp and therefore there is need for this study to be replicated in other refugee camps. This will yield more conclusive findings that may be used for effective implementation of secondary education projects in refugee camps.
- ii. The current study focused on the implementation of secondary education projects. Further studies should be conducted in primary schools and higher levels of learning for more conclusive findings.

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APPENDICES

Appendix A : Consent Form

Njue Martin Mwenda

L50/82767/2015

Department of Extra Mural Studies

University of Nairobi

Dear respondent,

I am a post graduate student at the University of Nairobi pursuing a masters degree in project planning. I am conducting a study on the factors influencing implementation of secondary education project in Kakuma refugee camp. The research will involve the use of questionnaires and interview schedules with items that will seek information on the aforementioned topic. Participation in this study is voluntary and you can withdraw from participation any time without penalty. The researcher will observe high degree of confidentiality throughout the research process and the information that you will provide will only be used for the purpose of this study. The findings may be used to enhance the provision of secondary education in refugee camps in Kenya.

If you agree to participate, please sign in the space below.

Thank you.

Signature-----

Appendix B : Student's Questionnaire

Instructions:

Please answer all the questions as honestly as possible. Information collected will be treated in utmost confidentiality and only used for the purposes of this study. Kindly participate by ticking as appropriate. Do not write your name or name of your school on this questionnaire. Do not share your answers with anyone.

Section A: Background information

1. What is your gender

| | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

2. How old are you? years

3. Indicate your form 1 2 3
4

4. What is your country of origin? Somalia Sudan
DR Congo Any other

5. What is your religion ? Christian Muslim

Any other specify.....

Section B: Cultural practices

Using a scale of: Strongly Agree = 5 [], Agree = 4 [], Uncertain = 3 [] Disagree = 2 [] and Strongly Disagree = 1 []

Respond to the following as faithfully and sincerely as possible. Tick [√] as appropriate

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1. | Early marriages affects access, enrolment and transition to secondary education for Refugees | | | | | |
| 2. | Early marriages affects inclusiveness, retention and performance in secondary education for Refugees | | | | | |
| 3. | The challenge to access, enrolment and transition to secondary education for Refugees is forced marriages | | | | | |
| 4. | Forced marriages affects inclusiveness, retention and academic performance in secondary education for Refugees | | | | | |
| 5. | Female genital mutilation denies girls an opportunity to access, transit and enroll in secondary education for Refugees | | | | | |
| 6. | Female genital mutilation hampers inclusiveness, retention and academic performance in secondary education for Refugees | | | | | |

Section C: Educational Resources

Using a scale of: Strongly Agree = 5 [], Agree = 4 [], Uncertain = 3 [] Disagree = 2 [] and Strongly Disagree = 1 []

Respond to the following as faithfully and sincerely as possible. Tick [√] as appropriate

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1. | Inadequate teaching and learning materials affects access, enrolment and transition to secondary education for Refugees | | | | | |
| 2. | Inadequate teaching and learning materials affects inclusiveness, retention and academic performance in secondary education for Refugees | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 3. | The challenge to access, enrolment and transition to secondary education for Refugees is inadequate physical facilities | | | | | |
| 4. | Poor and inadequate physical facilities affects inclusiveness, retention and academic performance in secondary education for Refugees | | | | | |
| 5. | Inadequate trained teachers affects academic performance in secondary schools for Refugees | | | | | |

Section D: Influx of Refugee

Using a scale of: Strongly Agree = 5 [], Agree = 4 [], Uncertain = 3 []

Disagree = 2 [] and Strongly Disagree = 1 []

Respond to the following as faithfully and sincerely as possible. Tick [√] as appropriate

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1. | The large number of refugees in the camp has negatively affected access to secondary education for Refugees | | | | | |
| 2. | The large number of refugees in the camp has negatively affected enrolment in secondary education | | | | | |
| 3. | The challenge to transition to secondary education is the large number of refugees | | | | | |
| 4. | The large number of refugees in the camp has affected inclusiveness and retention in secondary education | | | | | |
| 5. | There are too many students beyond the capacity of secondary schools in the camp which negatively affects academic performance | | | | | |

Section E: Foreign Certification

Using a scale of: Strongly Agree = 5 [], Agree = 4 [], Uncertain = 3 [] Disagree

= 2 [] and Strongly Disagree = 1 []

Respond to the following as faithfully and sincerely as possible. Tick [√] as appropriate

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1. | National examination certificates for secondary schools being different in different countries affects access, enrolment and transition to secondary education | | | | | |
| 2. | National examination certificates for secondary schools being different in different countries affects inclusiveness, retention and academic performance in secondary education institutions | | | | | |
| 3. | Interpretation of foreign certificates is a challenge to access, enrolment and transition to secondary education in Kakuma Refugee Camp. | | | | | |
| 4. | Interpretation of foreign certificates affects inclusiveness, retention and academic performance in secondary education institutions. | | | | | |

Section D: Implementation of Education Programmes

Using a scale of: Strongly Agree = 5 [], Agree = 4 [], Uncertain = 3 [] Disagree = 2 [] and Strongly Disagree = 1 []

Respond to the following as faithfully and sincerely as possible. Tick [√] as appropriate

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1. | Refugees in in this camp have access to secondary school education | | | | | |
| 2. | Any Refugee can enroll in any secondary school in the camp | | | | | |
| 3. | After KCPE, all primary school pupils in this camp transit to secondary schools | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 4. | Academic performance of secondary school students in national examinations is satisfactory | | | | | |
| 5. | Secondary school education in this camp is inclusive | | | | | |
| 6. | All students who enroll in form one complete secondary education | | | | | |

Appendix C: Interview schedule for school principals

Instructions

Please respond to all questions as honestly as possible. All the information obtained will be treated as confidential and will only be used for the purpose of this study. Do not write your name, name of your school or TSC number on this questionnaire.

Section A: Background Information

1. School code.....
2. Gender Male [] Female []
3. For how many years have you been the principal of this school?
 1 [] 2-3 [] 4-5 [] 6-7 [] 8 & above []
4. What is your highest level of education?
 Diploma [] Bed [] PGDE [] Masters [] PhD []

Section B: Factors that affect implementation of secondary education for Refugees

In this section, implementation of secondary education project for refugees will refer to access, enrolment, transition, academic performance, inclusiveness and retention.

5. Do you think early marriages affect the implementation of secondary education project for refugees in this camp? Give more details
6. What is the effect of forced marriages on the implementation of secondary education project for refugees in this camp?
7. Is female genital mutilation a common practice in this camp? If yes, how does it affect implementation of secondary education project for refugees?
8. With reference to teaching and learning materials, physical facilities and trained teachers, explain how these resources influence implementation of secondary education project for refugees?
9. Do you think the number of refugees in the camp affect the implementation of secondary education project? Give details
10. How does foreign certification affect the implementation of secondary education project for refugees in this camp?

Appendix D: Sample Size Determination (Kredjie and Morgan table)

| Required Sample Size[†] | | | | | | | | |
|---|-------------------------|-------------|-------------|-------------|-------------------------|-------------|-------------|-------------|
| Population Size | Confidence = 95% | | | | Confidence = 99% | | | |
| | Margin of Error | | | | Margin of Error | | | |
| | 5.0% | 3.5% | 2.5% | 1.0% | 5.0% | 3.5% | 2.5% | 1.0% |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 20 | 19 | 20 | 20 | 20 | 19 | 20 | 20 | 20 |
| 30 | 28 | 29 | 29 | 30 | 29 | 29 | 30 | 30 |
| 50 | 44 | 47 | 48 | 50 | 47 | 48 | 49 | 50 |
| 75 | 63 | 69 | 72 | 74 | 67 | 71 | 73 | 75 |
| 100 | 80 | 89 | 94 | 99 | 87 | 93 | 96 | 99 |
| 150 | 108 | 126 | 137 | 148 | 122 | 135 | 142 | 149 |
| 200 | 132 | 160 | 177 | 196 | 154 | 174 | 186 | 198 |
| 250 | 152 | 190 | 215 | 244 | 182 | 211 | 229 | 246 |
| 300 | 169 | 217 | 251 | 291 | 207 | 246 | 270 | 295 |
| 400 | 196 | 265 | 318 | 384 | 250 | 309 | 348 | 391 |
| 500 | 217 | 306 | 377 | 475 | 285 | 365 | 421 | 485 |
| 600 | 234 | 340 | 432 | 565 | 315 | 416 | 490 | 579 |
| 700 | 248 | 370 | 481 | 653 | 341 | 462 | 554 | 672 |
| 800 | 260 | 396 | 526 | 739 | 363 | 503 | 615 | 763 |
| 1,000 | 278 | 440 | 606 | 906 | 399 | 575 | 727 | 943 |
| 1,200 | 291 | 474 | 674 | 1067 | 427 | 636 | 827 | 1119 |
| 1,500 | 306 | 515 | 759 | 1297 | 460 | 712 | 959 | 1376 |
| 2,000 | 322 | 563 | 869 | 1655 | 498 | 808 | 1141 | 1785 |
| 2,500 | 333 | 597 | 952 | 1984 | 524 | 879 | 1288 | 2173 |
| 3,500 | 346 | 641 | 1068 | 2565 | 558 | 977 | 1510 | 2890 |
| 5,000 | 357 | 678 | 1176 | 3288 | 586 | 1066 | 1734 | 3842 |
| 7,500 | 365 | 710 | 1275 | 4211 | 610 | 1147 | 1960 | 5165 |
| 10,000 | 370 | 727 | 1332 | 4899 | 622 | 1193 | 2098 | 6239 |
| 25,000 | 378 | 760 | 1448 | 6939 | 646 | 1285 | 2399 | 9972 |
| 50,000 | 381 | 772 | 1491 | 8056 | 655 | 1318 | 2520 | 12455 |
| 75,000 | 382 | 776 | 1506 | 8514 | 658 | 1330 | 2563 | 13583 |
| 100,000 | 383 | 778 | 1513 | 8762 | 659 | 1336 | 2585 | 14227 |
| 250,000 | 384 | 782 | 1527 | 9248 | 662 | 1347 | 2626 | 15555 |
| 500,000 | 384 | 783 | 1532 | 9423 | 663 | 1350 | 2640 | 16055 |
| 1,000,000 | 384 | 783 | 1534 | 9512 | 663 | 1352 | 2647 | 16317 |
| 2,500,000 | 384 | 784 | 1536 | 9567 | 663 | 1353 | 2651 | 16478 |
| 10,000,000 | 384 | 784 | 1536 | 9594 | 663 | 1354 | 2653 | 16560 |
| 100,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16584 |
| 300,000,000 | 384 | 784 | 1537 | 9603 | 663 | 1354 | 2654 | 16586 |

Appendix E: Research permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
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