EXPLORING THE EFFECTS OF TERRORISM ON THE EDUCATION OF CHILDREN IN DAADAB REFUGEE CAMPs

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N69/73079/2014

A PROJECT SUBMITTED TO THE DEPARTMENT OF ANTHROPOLOGY, GENDER, AND AFRICAN STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN GENDER AND DEVELOPMENT STUDIES OF THE UNIVERSITY OF NAIROBI

NOVEMBER 2022

DECLARATION

This project is my original work and has not been submitted for examination at any other university.
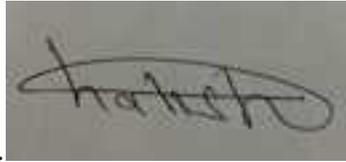
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Date…01/11/2022………………………………………….

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This project has been submitted for examination with my approval as the University Supervisor.

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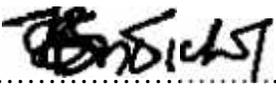
Prof. Tom G. Ondicho

DEDICATION

To My Family

ACKNOWLEDGEMENT

I would like to express my deepest appreciation to my supervisor Prof Tom G. Ondicho for his invaluable advice, continuous support, guidance, counsel, and monitorship during the period of this research project. I appreciate the support I received from the lecturers at the Department of Anthropology, Gender, and African studies (DAGAS), library staff, and administration at the University of Nairobi. I also appreciate all the support and encouragement I received from my family, classmates, and friends, without which it would have not been possible to complete this research work successfully. Finally, I would like to express my deepest gratitude to Allah, the Almighty, for all His favours.

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ABSTRACT

This study examined the effects of terrorism on education in Dadaab Refugee Camps in the northeastern part of Kenya. Specifically, the study explored the impact of terrorism on secondary school students' behaviour, attendance, and academic performance. The prospect theory was used as the underpinning framework for examining and understanding the effects of terrorism on education. Primary data was collected from 30 purposefully selected students (15 boys and 15 girls) in three conveniently selected secondary schools in Dadaab Refugee Camps. All the students involved in the study were currently residing in the refugee camps and were attending school regularly. A qualitative research design featuring in-depth interviews, key informant interviews and secondary sources was used to gather data over two weeks in April 2022. The findings reveal that terrorism had negatively affected students' behaviour, attendance and performance in the secondary schools used as a case study in this research project. The results indicated terrorism has affected school attendance because of terrorism-induced closures, fear of attacks, psychological trauma, and discouragement by parents. The study also revealed that student performance had declined considerably due to lack of motivation, anxiety and psychological trauma, interrupted learning, inadequate number of teachers, lack of adequate infrastructure and study materials, and absenteeism. Finally, the study established that students have become more undisciplined started to use drugs and alcohol and were easily irritable. The study suggests that county and national governments implement effective solutions to curb terrorism to ensure a safe and secure learning environment. It is suggested that teachers, students, and their parents should also take responsibility by being vigilant to keep any unwanted individuals out of the school environment. The study recommended carrying out a follow-up investigation in more refugee camps to compare the findings for consistency.

ABBREVIATIONS AND ACRONYMS

BBC   British Broadcasting Corporation

BHER   Borderless Higher Education for Refugees

CARE   Cooperative for Assistance and Relief Everywhere

DMO   Dadaab Main Compound

DRA   Department for Refugee Affairs

DRC   Danish Refuge Council

EAIW   East African Institute of Welding

EU   European Union

FARC   Revolutionary Armed Forces of Colombia

GCPEA   Global Coalition to Protect Education from Attack

GOK   Government of Kenya

HRW   Human Rights Watch

ILO   International Labour Organisation

IRC   International Rescue Committee

IRK   Islamic Relief Worldwide Kenya

ISAF   International Security Assistance Force

JRS   Jesuit Refugee Service

KAM   Kenya Association of Manufacturers

KNUT   Kenya National Union of Teachers

KUPPET   Kenya Union of Post Primary Education Teachers

LWF   Lutheran World Federation

NCCK	National Council of Churches of Kenya
NCTC	Counter Terrorism Centre
NGOs	Non-Governmental Organizations
NRC	Norwegian Refugee Council
RRDO	Rural Reconstruction Development Organisation
SDG	Sustainable Development Goal
START	Study of Terrorism and Responses to Terrorism
SUNY	State University of New York
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UNWFP	United Nations World Food Programme
US	United States
USAID	United States Agency for International Development
WTK	Windle Trust Kenya
WV	World Vision

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction

Terrorism, one of the greatest evils on earth, is rapidly spreading across all countries in the world. While in the past terrorism was regarded as a problem for countries in the Middle East, instances of terror attacks in other countries including Britain, the United States, Kenya and others, confirm that terrorism is not only a global problem but is increasingly becoming a major crisis in countries and regions where it was not unknown before. Terrorism is a major crime against humanity that kills and maims the lives of thousands of innocent people. Beyond the direct causalities and fatalities, terrorism has been responsible for the wanton destruction of property, infrastructure, and the socio-economic lives of thousands of people in the affected countries. There are also many indirect negative externalities and multiplier effects of terrorism. In the scholarly literature, the effects of terrorism and terrorist operations on various elements of the economy and society are now well-documented (Frey et al., 2007). But despite the fact that education is essential for social and economic growth, the effects of terrorism on education have received very little attention.

In Sub-saharan Africa, the senseless shootings and killing of innocent and unarmed people, including students have huge ramifications on economic growth by scaring away investors and development capital as well as on the achievement of the sustainable development goals, especially Goal number 4 "ensure inclusive and equitable quality

education and promote life long learning opportunities for all". Terrorism in SSA has created an image of a volatile region where insecurity and fear are the order of the day. In addition to human suffering, terrorist attacks not only destroy educational and other critical infrastructural facilities but also interrupts learning and disrupt the education system. Terrorism, especially targeting schools and other institutions of learning, is, therefore, one of the greatest threats to the education system in SSA. The temporary or permanent closure of learning institutions, interruption of learning, destruction of learning institutions, infrastructure and learning materials, and killing and injury to teachers, students, and their parents, in turn, has major implications for sustainable development.

Kenya has since the late 1990s experienced its share of terrorist attacks. The simultaneous bombings of the US embassies in Dar es Salaam, Tanzania, and Nairobi, Kenya, on August 7, 1998, represented a pivotal moment in Kenya's history of terrorism. Over time, terrorist activities have become a major threat to security, peace, and socio-economic prosperity in Kenya. While terrorist activities were originally confined to Kenya's main cities of Nairobi and Mombasa, over the past few years the Al-Shabaab, a jihadist group based in Somalia and affiliated with the Al-Qaeda network, has intensified attacks on schools and innocent students and teachers in the northeastern region of the country. The worst terrorist atrocity on students and the education system in Kenya was the April 2015 slaughter of 148 students and the injury of more than 80 others at Garissa University by Al-Shabaab militants. The continuous threat of terrorism instils a sense of fear about the safety of the learning environment, thus slowing down the pace of

educational development, through loss of valuable learning time due to unplanned closures and disruptions in learning.

The available research literature indicates that some parts of Kenya are not only more prone to terrorism but also are more affected by terrorism than others. Indeed, the region most affected by terrorist activities in Kenya is the northeastern, learning institutions are among the hardest hit in the country. This region, which is predominantly inhabited by larger numbers of people confessing to the Islamic faith, has experienced a high number of terrorist attacks targeting schools, teachers and students. Indeed, since 2015, Al-Shabaab militants operating in the region seem to have focused much of their attacks on schools. Attacks have also targeted teachers, students, and civilians outside the school environments. Many people have either been killed or injured by these attacks. These terrorist attacks on schools, teachers, and students have paralysed the education system in the northeastern region. For example, the 2015 attack on a bus ferrying teachers to their homes for the April holidays in which twenty-two teachers were killed and several others injured (K'Odipo, 2017: Moulid, 2014) led to a temporary closure of schools. When schools reopened more than half of the teachers, especially those from outside the region did not report back because of phobias. Many schools were forced to continue to operate with skeletal teaching staff and without qualified teachers in critical subjects such as chemistry and physics. This state of affairs has significant implications for students' school attendance, performance in national examinations, and overall behaviour.

Many studies have reported that terrorism paralyses the education system because of temporary closures which often lead to reduced enrolment, low transition and completion rates, poor performance in examinations, high rates of dropout, teenage pregnancies and rapid spread of sexually transmitted diseases including HIV among students. The effects of terrorist attacks on schools in the northeastern region, and especially on the plight of teachers from outside the region have been extensively covered in the local and international media houses. The threat of terrorism on the education system has also attracted the attention of a variety of stakeholders including the national and county governments, the Ministry of Education (MOE), the Teachers' Service Commission (TSC), other trade unions such as the Kenya National Union of Teachers (KNUT) and the national assembly among others (K'Odipo, 2017: Moulid, 2014). Much focus has been on the plight of teachers especially those from outside the region and infrastructure but not on students. However, the effect of terrorism on students and schooling in Kenya, especially in the northeastern parts of the country is not adequately analysed. The purpose of this study, therefore, is to analyse the effects of terrorism on the education of children in the Daadab refugee camps in Kenya.

1.2 Problem Statement

The central problem addressed by this study is the impact of terrorism on education in refugee camps in Dadaab, Kenya. The smooth functioning of the educational system/sector in Kenya generally and in the northeastern region specifically continues to face numerous disruptions and challenges because of terrorism-related activities. Terrorist activities not only slow down the pace of progress in the education sector through the killing and displacement of students and teachers, the destruction of learning

and teaching materials in schools. Studies have reported that many parents are often reluctant to send their children back to school after a terrorist attack and sometimes some children refuse to themselves to return to school because of anxiety, and psychological trauma. Thus, terrorism is a major impediment to the achievement of Sustainable Development Goal number 4 and, peace and development in the northeastern region.

Over the past decade, there has been an upsurge in terrorist attacks on education institutions in the northeastern region. However, a literature search indicates that there has been no major research in the northeastern focusing on the impact of terrorism on education in refugee camps. The purpose of this study, therefore, is to investigate and document the impacts of terrorism on education in the refugee camps in Daadab, Kenya. The educational centres/schools in the refugee camps are particularly vulnerable to terrorist attacks because they are a soft target, where a single attack can affect many people and thus attack more public attention. The study sought to answer the following research questions:

i. What is the impact of terrorism on the attendance of students in secondary schools in Dadaab refugee camps?

ii. What is the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camp?

iii. What is the impact of terrorism on the performance of students in secondary schools in Dadaab refugee camps?

1.3 Research Objectives

1.3.1. Overall Objective

The overall objective of this study was to investigate and document the effects of terrorism on students in secondary schools in Dadaab Refugee Camps.

1.3.2 Specific Objectives

  i. To examine the impact of terrorism on the attendance of students in secondary schools in Dadaab refugee camps.

  ii. To find out the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camps.

  iii. To explore the impact of terrorism on the performance of students in secondary schools in Dadaab refugee camps.

1.4 Significance of the study

This study is very important because the impact of terrorism on education is a subject that is not only rarely researched but also less well understood, and therefore requires to be comprehensively analyzed. This study is very important because it has generated a new body of empirical data and new insights that would not only fill the gaps in our knowledge and the literature on this underresearched subject but also enhance our understanding of the impact of terrorism on the education of children in refugee camps. This research would be a great benefit to future researchers because they can get some data and information that they may need in their research not only to serve as a reference point but also to gauge how things have changed over time, and possibly answer some of their questions. This study would also be beneficial to students, teachers, parents, and other stakeholders in the education sector because they can be aware of the effects of terrorism on the education of children in refugee camps. The findings of this study will be of great interest to policymakers, researchers, teachers, county and national

government officials and other stakeholders working to promote the education of children in refugee camps. The findings could also be of great benefit to school administrators and teachers as it would help them to take appropriate steps to improve the security of the students and make adjustments to enhance the education of children in refugee camps. Finally, knowing the effects of terrorism on the education of children in refugee camps could be a first step towards designing appropriate interventions to prevent and protect students in schools in refugee camps from terrorism.

1.5 Scope and Limitations of the Study

This study focuses on this study was on the effects of terrorism on students in three purposively selected secondary schools in Daadab refugee camps. Empirical data were collected from 30 purposefully selected students (30 male and 30 female) comprising 10 (5 boys and 5 girls) currently enrolled in each of the three target secondary schools. The study was limited to exploring the effects of terrorism on attendance, educational performance, and behaviour among students in secondary schools. This study did not cover all the effects of terrorism on other aspects of secondary school education because of time and resource constraints. The other students in the refugee camps who were not in secondary school at the time of the study were not within the scope of this research. The data was collected in January 2022, after a long delay occasioned by the COVID-19 pandemic, through In-depth Interviews (IDIS) and Key Informant Interviews (KIIs) and data from secondary sources. The study will not extend to children who have completed or dropped out of school. However, continuing students on holiday or out of school for the short term either because of sickness or other reasons were included in the study. The findings from this study are however not generalizable to secondary school students in

other refugee camps elsewhere. This is because of the small sample size and unrepresentative, and qualitative nature of the study whose main import is to describe the current state of affairs. However, the objectives of this study have been met, and the findings are quite relevant and applicable to students in secondary schools in other refugee camps, especially in Kenya. It is also hoped that the results of this study compensate for this limitation and that they are also reflective of the effects of terrorism on education in other areas as well.

1.6 Operational Definition of Key Concepts

Terrorism: Criminal acts, including those committed against civilians, with the intent to kill or seriously hurt someone, or hostage-taking with the goal of inciting fear in the public or among a group of people, intimidating a population, or compelling a government or an international organization to carry out or refrain from carrying out any act.

1.7 Structure of the Report

This research project report is organized into five chapters as follows:

Chapter 1 presents the introduction of the study, a statement of the research problem, objectives, and justification for this study.

Chapter 2 contains a review of the relevant empirical and theoretical literature as well as the theoretical framework underpinning this study.

Chapter 3 describes the research site and methodology including the approach that was employed in the collection of both primary and secondary data for this study.

Chapter 4 presents a description of the characteristics of the people who participated in this study and the findings

Chapter 5 summarizes the findings and sets out the conclusion, recommendations, and implications of the study beyond the case study site.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a review of the relevant literature relating to the subject matter of this research project. It also presents a theoretical framework underpinning this study. The chapter is divided into five sections as follows" Section 1 presents a definition and review of the general literature on terrorism followed by a review of the general literature on terrorism in Kenya. In the third section, the literature relating to terrorism and education is reviewed followed by a discussion of the impacts of terrorist activities on education in the fourth section. The fifth section presents information on the prospect theory which is the framework underpinning this study. And ends with a brief chapter summary in the sixth section.

2.2 Definition and meaning of Terrorism

The term terrorism is not by chance a new concept, but its definition is often difficult. Terrorism has no internationally acknowledged definition. According to Schmid (2004), there are more than 260 different definitions of the concept of terrorism in use. The term means many things to different people and therefore, the word terrorism is often defined and applied differently depending on the person defining it and their interests and contexts. While there is no doubt that terrorism is a global problem there is no universally

agreed-upon definition of the concept of terrorism even among the United Nations member states because the term in its common usage has been associated with a strong stigma. Definitions of terrorism are often emotive, complex and controversial because of the sheer amount of violence associated with it. Most of the available definitions have been written by agencies at the forefront of the fight against terrorism and therefore exclude definitions by other actors and stakeholders. Some of the oft-cited definitions of terrorism include the one by the United Nations (UN) Security Council. Resolution 1566 of 2004, defined terrorism as:

> Criminal acts, including those committed against civilians, with the intent to cause death or great bodily harm, or hostage-taking with the purpose of intimidating the public or a group of people, instilling fear in the public, or attempting to coerce a government or an international organization to carry out or refrain from carrying out any act..

The Council of Arab Ministers of the Interior and the Council of Arab Ministers of Justice which met in Cairo, Egypt in 1998 defined "terrorism" in the Arab Convention for the Suppression of Terrorism as:

> Any act or threat of violence, regardless of its motives or objectives, that furthers a criminal agenda, instills fear in the public by endangering their lives, freedom, or security, or aims to harm the environment, public or private installations, or property, or aims to occupy or seize them, or aims to endanger national resources.

The United States Federal Bureau of Investigations (FBI) defines terrorism as:

> the unlawful application of force or violence against individuals, groups, or property with the purpose of intimidating or coercing a government or its citizens to advance particular political or social objectives Law enforcement often distinguishes between domestic and international terrorism. Domestic terrorism is committed by American people acting alone and is based in the country. International terrorism is connected to foreign governments or organizations outside the boundaries of our nation. American citizens are vulnerable to terrorist assaults anywhere in the world (FBI source).

The organization known as the Global Terrorism Database (GTD), which gathers and disseminates a lot of data on terrorism and terrorist acts worldwide, describes The use of unlawful force and violence by a non-state actor to further a goal of politics, economics, religion, or society through coercion or intimidation is known as terrorism (Anderson & Mcknight, 2015: 20). The GTD compiles information on each incident, including the target, the geographical coordinates of the incident's scene, the number of fatalities and injuries, the types of weapons used, and the parties responsible. The Encyclopædia Britannica Online defines terrorism generally as

> the deliberate use of violence to terrorize a population in order to achieve a specific political goal," and adds that "terrorism is not legally defined in all jurisdictions."

In Kenya, terrorism is vaguely defined as:

> the illegal use of force or threat of force to advance a cause, whether it be political, religious, ideological, or other, and encompasses any illegal use of force or threat of force to intimidate the public at large or a specific segment of it.

In Kenya's National Strategy on Prevention of Terrorism, terrorist acts are defined as any act or threat of an act that involves the use of violence against a person; (ii) puts another person's life in danger; (iii) poses a major risk to the public's health or safety or the safety of a segment of the public; (iv) causes significant property damage; (vii) interferes with an electronic system, disrupting the delivery of essential services such as communication, financial, transportation, or other essential services; (viii) interferes with or disrupts the provision of essential or emergency services; (ix) jeopardizes national security or threatens international peace and security.

The common denominator in all the above definitions is the use of physical and psychological violence by people (either as individuals or groups) who see themselves as victims of an unjust and unfair world to create fear, anxiety, and insecurity as a way of championing their cause or to achieve an ideological aim (Zalman, 2007). Terrorism is often defined as "the premeditated death of innocent and unprotected citizens/people by a group of people who regard themselves as being mistreated by society in order to force governments or leaders to address their situation or problems" (Zalman, 2007; Mackay, 2009). This makes it clear that terrorism has different meanings for different people. While there is no universal definition of terrorism, it is generally agreed that terrorism involves violence including assassinations, diplomatic kidnappings, hijackings, and bombings. According to Richardson (2002), terrorism is arguably the most well-known type of political violence, with terrorists using such actions as a potent means of retaliation and expressing resentment on behalf of the weaker party in a conflict. Undoubtedly, terrorist acts sometimes have symbolic value because they target innocent people, and as a result, they may affect a government's policy or policies. Therefore, it is safe to say that terrorism is motivated by politics and involves violence or the threat of violence.

2.2.1 Types of Terrorism

There are many types of terrorism prevalent in modern society. However, the most common ones can be divided into five broad categories. Zalman (2007) classified terrorism as follows:

1) **State Terrorism**

This form of terrorism includes any act of violence perpetrated by the state against another state (often foreign) or people including its citizens or its people. According to the Encyclopaedia Britannica, governments or, more frequently, political parties within governments use state-sponsored terrorism against their own people, other political parties, or foreign or domestic governments or organizations. Many states around the world are known for brutalizing their innocent and unharmed people/citizens to gain political advantage. The issue of state-sponsored terrorism has also been observed in situations where states engage in international terrorism.

2) **Bio-Terrorism**

This kind of terrorism includes the deliberate release or diffusion of viruses, bacteria, toxins or other harmful agents to cause illness or death in people, animals or plants. These biological agents may be distributed in a human-modified form or a natural form and are used to intimidate and injure civilians for political or other reasons. Some of these biological agents may be internationally nominated but their effects on humanity are catastrophic.

3) **Cyber Terrorism**

Cyberterrorism refers to terrorist activities on the Internet which include intentional actions to disrupt computer networks by transmitting computer viruses to many personal or public computers connected to the Internet. Sometimes cyber attacks target civilians to try and draw government attention to their cause. This kind of terrorism is common in this age of computer or telecommunication technology and such attacks could disable networks or hack into networked emergency systems and immobilize them.

4) Nuclear Terrorism

Nuclear terrorism include the destruction of radiological or nuclear infrastructure. Using nuclear weapons or materials to harm civilians is known as nuclear terrorism. This type of terrorism may involve attacks on nuclear infrastructure, the purchase or construction of nuclear weapons, or the dispersal of radioactive materials.

5) Norco Terrorism

Norco terrorism is the systematic threat or use of such violence by drug traffickers to exert pressure on the government or society through violence and intimidation and to prevent the enforcement of laws. Norco terrorism aims to put pressure on or halt authorities' efforts to violently regulate the drug trade. The Norco terrorism model has been used to pinpoint the conditions under which terrorism is financially supported by drug trafficking.

2.4 Terrorism in Kenya

Terrorism in Kenya is not by any chance a new phenomenon. Since its independence in 1963, many terrorist attacks have taken place in the country. The earliest terrorist attack in Kenya was the 1975 two explosions in central Nairobi, inside a travel bureau near the Hilton hotel and the Starlight nightclub. This was followed by the 1980 and 1998 bombings of the Norfolk hotel and the US embassy both in Nairobi. Other noteworthy events include the Mombasa bombing of the Kikambala Hotel and the Arkia Airlines missile attack in 2002, the Westgate shooting in 2013, the Mpeketoni attacks in 2014, the shootings at Garissa University College in 2015, the attack on the DusitD2 complex in

2019, and the Camp Simba attack in 2020. There have also been numerous other lesser incidents which have not attracted much media and public attention.

Terrorist activity is particularly prevalent in Kenya's northeastern regions. The northeastern region will be located in a climate zone that is arid and semi-arid and has long been a refuge for terrorists. Due to its close proximity to the war-torn country of Somalia, numerous places in the northeastern regions, such as schools and roadways, have become hotspots for terrorists who frequently cross the porous border between the two nations to launch assaults. The majority of the population in this area is Muslim, and many of the terrorist organizations that carry out the majority of the country's attacks are associated with this religion. Most attacks in the region are never given much publicity however some of the most widely reported include November 22, 2015, on a bus carrying teachers and public servants headed to Nairobi by gunmen; the December 2, 2014 attack on quarry workers in Mandera, and May 2015 Garrisa ambush of aid workers on transit to mention but a few. However, the most notable attack on an educational institution was the April 2015 shootings of Garissa University College students during an attack on their campus. More than 150 students were killed and several others were injured during this savage attack.

The majority of terrorist attacks in Kenya are carried out by Al-Shabaab, an Islamist terrorist organization with ties to Somalia whose main goal is toppling governments in the Horn of Africa and replacing them with Islamic rule. Early in the new millennium, a youth militia was formed by young, hardline Islamists who joined forces with the Islamic Courts Union. Over the past 20 years, Al-Shabaab has built a presence in a number of

locations in Kenya's northeastern regions. The majority of the attacks on educational institutions in the northeast are reportedly the responsibility of this gang. However, other religious extremist groups operating within Kenya have also been involved in attacks on educational institutions in Kenya. While accurate statistical data on the number of attacks on educational institutions in Kenya is not readily available, emerging evidence suggests that Al Shabaab which once virtually ruled the region, surprisingly, is not the only group responsible for most attacks on learning institutions in the country. Anecdotal data indicate that many other unknown extremist groups are responsible for some of the attacks on educational institutions in northeastern Kenya. Many smaller groups of associates are not officially recognized as al-Shabab but subscribe to the ideology of al-Qaeda core which has a wide network structure in Kenya. These little-known small terrorist groups with strong ties to al Shabaab have also been blamed for some attacks in the northeastern.

Terrorists employ different tactics to attack targets in Kenya. In most cases, however, bombs and explosives were used to damage or destroy a target. In other cases, terrorist attacks take the form of armed assaults and/or attacks on infrastructure or facilities and last but not least hostage-taking. Retaliation or vengeance for the military and other activities against them in the nation are some of the frequently mentioned causes of terrorism and terrorist attacks. Certain specific retaliatory motives, such as terrorist actions committed in retribution for military operations, are sometimes mentioned in the claims of responsibility for these incidents. However, keep in mind that a retaliatory strike can involve any target or strategy, thus it is likely that the perpetrators' target selections reflect a considerable deal of thought. In the case of Kenya, terrorism has been

linked to a variety of factors, such as a lack of social cohesiveness, frail institutions, corruption, bad leadership, and poorly functioning economies, which lead to poverty and increased unemployment, especially among the country's Muslim population. Some of the attacks associated with local politics are the result of poor governance as well as increasing marginalization and impoverishment of some segments of the population. the citizens. Corruption, unequal distribution of wealth, dishonesty, drug trafficking, a sense of dispossession, ideas of social injustice, and discrimination are significant factors contributing to imbalance in our nation.

2.3 Terrorism in the education sector in Kenya

In Kenya, terrorist attacks targeting educational institutions have increased significantly over the few decades. The Al Shahab an affiliate of Al Qaeda and a few other little-known terrorist groups have over the past few years focused their attacks and activities on educational institutions to instil fear and despondency among citizens and political leaders in the country. The Global Coalition on Education Under Attack (GCPEA) defines terrorist attacks on education as

> any use of force whether threatened or used against students, instructors, academics, education officers, support staff (including janitors and bus drivers), educational buildings, resources, or premises (including school buses). Additionally, armed forces or non-state organizations employ educational institutions for military or security functions. These transgressions take place for tactical, political, intellectual, sectarian, racial, or religious motives..

Terrorist attacks on education can take many forms including direct and indirect assaults and sexual violence directed at students, teachers, professors and other education personnel students; indiscriminate destruction of school infrastructures and facilities, forceful occupation of schools by armed military personnel or terrorists; and recruitment

of children into armed groups. The assault on people often takes various forms including coercion, extortion, torture, intimidation, rape, sexual harassment and abuse, abduction, random killing and threats of violence to students, teachers, professors and other education personnel that occur on the way to and from or within educational institutions. It can also take the form of willful destruction or damage to pre-primary, primary, secondary, Technical and Vocational Education Training Institutions (TVETS), buildings, resources, and infrastructure, including playgrounds and school libraries. resources, infrastructure, and the forcible occupation of educational institutions for a variety of military or terrorist-related purposes, such as usage as barracks, prison, interrogation, or training centers. Finally, child recruitment which may occur on the way to and from the educational centres becomes recruitment locales for recruiting young girls and boys to act as spies, terrorists or fighters or intelligence sources and to transport weapons or for domestic work.

There are many possible reasons for terrorist groups to concentrate their attack on educational institutions. One of the reasons for targeting educational institutions (schools, colleges and universities) is that they are fairly easy targets where huge numbers of students and teachers gather and thus offer a fertile ground for mass casualties as the success of attacks on military installations, government buildings, hotels, and embassies diminish because they are now securely guarded. Learning institutions, therefore, are more vulnerable because they are typically open to all citizens and hence easily accessible as they are less guarded. The other possible reason is that public schools are viewed as extensions of the state and thus, an easy target for terrorist groups seeking to settle scores with the state (n.d). Ideological opposition to western education has also

been cited as another reason for terrorist attacks on educational institutions. This is especially true of groups like Boko Haram in Nigeria and Al Shahab in Somalia. As a result of their belief that Western secular education corrupts Islamic society, the two groups assault educational institutions in an effort to eliminate what they see as corrupting effects. They are therefore determined to shut down anything contrary to their interpretation of faith.

2.4 The effects of terrorism on education

The impact of terrorism on education is well documented. Research has reported that many students, teachers and support staff are often killed or injured during terrorist attacks on educational institutions or educational systems. Such attacks often lead to the temporary closure of educational institutions which not only interrupts learning but also the loss of tutors and students dropping out of school or college or university. Additionally, the attacks have special repercussions for women and girls, members of underprivileged communities, and other socially marginalized groups. Attacks by terrorists on the educational system frequently reduce the standard of instruction and have detrimental knock-on repercussions for the long- and short-term growth of the educational sector, other economic sectors, and sustainable development.

Research in Kenya indicates that many teachers, students and support in the northeastern parts of the country have been killed either in or out of school during terrorist attacks. For example, in 2014 a Nairobi-bound bus was attacked in Mandera by gunmen who shot 22 teachers dead and injured several others and in the 2015 fatal shooting death of more than 150 students at Garissa University College are vivid examples. As a result, many students

refused to return to Garissa university and had to be relocated to other universities within the country. In the same vein, more than eight hundred teachers refused to report back to schools in the northeastern region for fear of more attacks and their lives. The refusal of teachers from outside the region because of terrorism-induced insecurity (K'Odipo, 2017: Moulid, 2014)forced many schools to operate with a skeletal staff and most importantly without qualified teachers in critical subjects such as chemistry, maths and physics. This greatly disrupted the smooth running of academic programs in the affected schools and consequently, resulted in poor performance by students in national examinations.

The other most cited effect of terrorism in learning institutions is psychological trauma. It should not be forgotten that as already stated earlier one of the possible motives for terrorist attacks on human and non-human targets is to intimidate and instil a sense of fear as well as attract public attention. These horrific attacks often attract the attention of a very broad audience, including people who in compassion for children and young people and their parents. Insecurity in learning institutions and other areas in the northeastern region not only disrupts learning but also dampens the students' spirit. Those who attend school daily spend a lot of valuable time worrying about that is their safety and security. Fear and anxiety frequently prevent students from paying attention in class and prevent professors from spending enough time with their pupils, which has an impact on instruction and learning. Terrorism has undoubtedly had a significant impact on many parts of society, but assaults on educational facilities have particularly frightened instructors, students, and their parents because these are weak points and easy targets.

Terrorism and low educational achievements are closely related, according to research that has been done so far on the psychological and developmental effects of terrorism on children and their involvement in education. Children who are exposed to terrorist attacks and their aftermath both directly and indirectly experience strong and long-lasting psychologic effects (Fremont et al., 2005). Young children who have experienced trauma from violence have behavioral and emotional issues, and children from all cultures experience the same effects of violence (Thabet et al., 2006). Attacks on educational institutions, according to specialists in the field, have one of the most significant consequences for promoting personal development and providing learning resources that contribute to future economic security, especially for young females in developing countries (Cotton, 2007). As a result, some believe that both the micro and macro structural disruptions caused by school shootings.

Security operations by different arms of the government to flush out militants, even though for a good course, also serve to exacerbate the interruption of the educational system (Kasungu, 2020). Enhanced government security and assurance for the local communities including teachers and students, sporadic and more serious attacks continue to occur and thus, teachers and students treat such assurances of security with suspicion. As a result, some parents are not willing to send their children to school. Consequently, school attendance for many students becomes irregular with high rates of absenteeism and most lessons are unattended meaning valuable study time is lost and students spend less time learning to be better prepared for national examinations. The closure of schools in terror-prone areas means that learning comes to a complete standstill which when coupled with an inadequate supply of teachers greatly disrupts learning and affects

student progression to the next level including public universities (K'Odipo, 2017). This not only compromises the quality of education but also lowers academic standards.

Many students, especially in the northeastern region loathe the potential of pursuing a career in teaching for fear of being killed in school by terrorists just like they have seen their teachers killed. It can therefore be argued that terrorism affects the prospect of education in the area. The closure of several other learning institutions leaves many students extremely traumatized to continue with their studies. Others are compelled to postpone their education due to their dread of another attack similar to the one they survived. For a region that has lagged in terms of adult literacy, the tendency of closing educational facilities makes learning more difficult (Odhiambo et al. 2015). The level of enrollment in the area has decreased due to the threat of terrorist strikes. Parents are hesitant to send their kids to the local schools, preferring to keep them alive despite their lack of education. Rich parents choose to bring their kids to Nairobi so that they can learn in a more secure setting. The impoverished, on the other hand, must maintain the minimal educational level they have already acquired. Even willing pupils now have no chance for a better education due to school closures.

Most students suffer from Post-Traumatic Stress Disorder (PTSD) which comes after terrorist attacks in their schools. PTSD hinders students' ability to concentrate in school or learn which leads to poor performance in national examinations, even for the most brilliant students. Infrastructure that supports the learning process has occasionally been targeted by terrorists. For instance, during the Mpeketoni attack, educational resources were damaged and school buildings were set on fire. Students are deprived of a

classroom and other tools that teachers can use to teach them due to construction delays. Some kids have learned in open spaces, surrounded by distractions, such as trees. Due to terrorism, the management of education in a number of Kenyan regions has been seriously threatened. Terrorism has cost us a great deal of knowledge, experience, and years of study. Important educational records have also been lost as a result of terrorist strikes. The loss of such important information systems has significantly hampered the continuation of their programs. The methods for administering exams have come under fire (O'Malley & UNESCO, 2010). For instance, an attack on a van transporting exam papers resulted in the damage of materials and the loss of lives.

Human Rights Watch (HRW, 2006) research in Afghanistan suggests that although bombings that target schools may not be the worst kind of attack, their frequency may be intended to discourage female attendance at educational facilities. The HRW also notes that some schools had to close permanently as a result of attacks on educators, students, government officials, and humanitarian organizations (HRW Report, 2006). Because of this, more Afghan girls of elementary school age were compelled to skip school than their male counterparts. According to the HRW, terrorist incidents have a negative impact on important educational indicators. The Global Coalition to Protect Education from Attack (GCPEA, 2014) started a lengthy investigation into targeted political and military violence against officials, employees, students, and teachers. The study was conducted from 2009 to 2013. The study identified several long-term effects of attacks on education personnel and institutions, including inadequate academic resources and infrastructure, a lack of government capacity to meet educational goals, suspended or reduced international aid for education, chronic attendance irregularities, permanent dropouts,

teacher shortages, declining student enrollment, the presence of crippling fear or trauma, and inadequate academic resources. The study concluded that terrorist strikes on educational facilities and personnel have cross-sectional and profoundly systemic negative effects..

Other studies have looked at particular nations, global overviews, and various topic evaluations. Khan and Seltzer's empirical research concentrated on how the Taliban's 2007 terror campaign affected the number of girls enrolled in schools in Pakistan's Kyber Pukhtoonkhwa province (Khan & Seltzer, 2016). According to Khan and Seltzer, high levels of exposure to terrorism decreased male enrollment in schools by 5.5% and female enrollment by 10.5%. Interestingly, their analysis also revealed that enrollment in madrassas did not rise in locations where terrorists targeted secular schools, despite efforts by the Pakistani Taliban to get kids enrolled there rather than there (ibid). The psychological effect study by Fremont et al. (2005), which revealed that terrorism impaired learning and that many children in the afflicted areas were not receiving any formal schooling, is strengthened by this intriguing discovery.

Numerous studies have shown that schools, which were once thought of as safe havens or as places where kids could learn in a secure environment, are now the main targets of terrorist attacks. Attacks on educational institutions, staff members, and students, to name a few, have a severe detrimental effect on education in Iran, Palestine, Afghanistan, Sudan, Iraq, Colombia, the Democratic Republic of the Congo, and Nigeria (Siham et al., 2012; Slone & Mann, 2016; Tarabah et al., 2015). Children who had never before encountered terrorist activity, are increasingly becoming aware of these effects through

watching reports on television, reading newspapers and hearing about them from others (Ahmed, 2010). Many of these children are suffering from depression and anxiety yet there are no mental health services, especially in Africa to offer them psychological support (Ahmed, 2010). As a result, many parents are reluctant to send their children to school because parents want to nurse them at home (Sanni, 2015).

Terrorism denies children access to quality education. For example, Boko Haram attacks have lowered access to schooling in Northern Nigeria. Ilechukwu (2014) argues that even where schools have been opened, they are often overcrowded and understaffed making learning difficult. Children therefore have to learn in uncomfortable settings such as under trees, canopies, and outdated structures (Oladunjoye & Omemu, 2013). Hence, it's safe to conclude that children in areas affected by terrorism including refugee camps do not have access to a quality education because of fear of attacks and hence many opt to stay at home or away from school for security and safety reasons (Alta & Hussein, 2014). Given that education is the cornerstone of self-actualization and country growth, this has particularly harmful repercussions (Hardie, 2015; Qureshi, 2014). According to Oluyemisi (2015), education in northern Nigeria is under serious threat because of terrorist activities perpetrated by the Boko Haran insurgents. Parents and other children are devastated by the killings and kidnappings of schoolgirls by terrorists and are afraid for the future (Oluyemisi, 2015). Fine (2012) asserts that school closures have an impact on kids' motivation.

According to Lambert et al. (2014), Maiangwu & Amao (2015), and Oluyemisi (2015), many parents in terrorist-prone areas are reluctant to enroll their children in school either

because they cannot afford to pay for their education in the secure zones' schools or because they are worried about the impending dangers of insecurity and death that their children might encounter there. Olaniyan's (2015) study on the impact of the Boko Haram insurgency on the Nigerian Education System concluded that Boko Haram's resolve to destroy western education has to a great extent been a major driver for recurrent attacks on educational facilities, staff, and students. He further asserts that kidnapping students and teachers and willfully destroying educational infrastructure is one of the strategies for achieving their goal of discouraging the continuation of western education in the affected areas, particularly in northern Nigeria. This has sparked real anxiety and apprehension in the minds of educators and pupils, leading many of them to flee from their homes and schools

Nyongesa (2013) examined the impact of foreign aid and post-primary education in Kenya in the Dadaab refugee camp (2002-2012), one of the areas where schooling has been greatly affected by terrorist activities. The study specifically examined the actions of major donor agencies, the government of Kenya and the United Nations High Commission for Refugees in enhancing education in the main terrorist hotspots in Kenya. This study reported that education in refugee camps is in a major crisis because of terrorism-induced insecurity. The study employed an interdependency theoretical framework as an analytical tool. The study concluded that disruption of education in refugee camps is a global problem and hence the need for collective action. Such actions, he argues would not only go a long way in reducing educational inequalities in the world but also contribute immensely to the reduction of the effects of terrorism on education.

This, he avers, will significantly reduce other global disasters like poverty, global terrorism, and insecurity among other forms of instability.

2.5 Theoretical framework

The prospect theory serves as the study's theoretical foundation. In the year 1979, economists Kahneman and Tversky developed the prospect theory. The expected utility theory, which is a theory about making choices in uncertain situations and depending on outcomes, is what gave rise to Prospect theory. Prospect theory focuses on how people make decisions as opposed to the outcome of a risk, such as a war, conflict, terrorism, or uncertainty, by analyzing the relative importance of their profits and losses in high-risk situations (Mercer, 2005). Since its beginnings, psychology studies have used prospect theory as a predictor of people's actions and choices in high-risk situations (Trott, 2013).

Instead of being a purely theoretical postulation, the theory's nexus mirrors how individuals really make judgments. It involves making decisions based on past successes and failures in high-risk situations like conflict, war, or terrorism (Hertwig, 2012; Philips & Pohl, 2014). Kahneman and Tversky (1979) asserted that under risky conditions, people prioritize profits and losses over results when making judgments. In concrete words, the actors' actions are influenced by the choice of a reference point (losses or profits) against which they judge results, whether consciously or unconsciously. This affects the actors' willingness to take risks when making choices. Decisions people make in light of successes and failures can be used to infer their level of risk tolerance.

According to Trott (2013)Prospect theory is based on three universal truths about human nature: (a) Actors are reference-point-based decision-makers (b) more prone to losing

than winning, and (c) risk-averse for profits and risk-acceptant for losses. Actors make decisions based on anticipated profits and losses and evaluate results depending on how they estimate the costs and benefits. In contrast to 10% unemployment, there is a natural predisposition to adopt a policy that guarantees 90% employment. The 10% unemployment rate is framed as the domain of loss. People will take on more risk when they perceive an outcome as a loss rather than a gain. In the realm of losses, people are more likely to take some risks than if they were in the area of gains (Kahneman & Tversky, 1979). Losses resulting from terrorism-related exposure to displacement affect parents and children of refugees. Prospect theory therefore predicts that relocated parents will take greater risks with regard to their children's education than parents who did not suffer terrorism.

The two stages of this decision-making process are editing and evaluating. The actor analyzes the advantages and costs from the numerous outcome alternatives throughout the editing stage with a neutral perspective. The actor bases their judgments on a reference point (losses or gains) and assesses possible outcomes in light of their own risk-aversion biases (Scholten & Read, 2014; Timmermans, 2010). This implies that the parents of displaced refugees would first weigh their benefits and drawbacks before making a decision from their standpoint. Potential advantages for these parents in their choices for the education of their adolescent children include academic possibilities for their kids, access to education, government support, and resettlement. Unease, children's vulnerability to violence, parents' inability to pay for their children's education, and their children's protracted illiteracy are a few potential losses.

According to Hertwig (2012), people make risky decisions because they lack knowledge or expertise. Prospect theory, however, contends that being aware of a hazard need not lead someone to take dangerous actions. Decisions are made in accordance with how the actors value their profits and losses (Lasenby-Lessard et al., 2014). For instance, there is a tendency to choose war over peace or to launch risky rescue missions and reforms when a crisis or terrorist incident leaves management at a loss. When such governments opt for this strategy as opposed to gains-oriented governments that negotiate for peace, they enjoy greater popular support. By using military force to combat militants from the Somalia-based Al Shabab insurgency for many attacks the group claimed to have carried out on Kenyan land and by advocating for political emancipation, the Kenyan government proved this idea in terms of casualties (Ajibade & Segun, 2013). This demonstrates that people are risk adverse when it comes to gaining benefits and avoid taking risks unless they can be adequately compensated.

Every person has subjective losses and rewards, which influence their decisions. The decisions made are significantly influenced by emotions such as fear, greed, grief, rage, panic, regret, pride, and trust (Yechiam & Hochman, 2013). People may frame and reinterpret their decisions in response to their feelings. They create their preferences based on their experiences and emotions; they are neither stable nor hierarchical (Monahan, 2012). There is no willingness to take a risk when there is no threat. In this sense, emotions aid in determining a person's realm of gains or losses (Hens & Vlcek, 2011). Therefore, migrants who felt intense dread would feel uneasy and alone (Imasuen, 2015).

The war in Africa has been studied using anarchy theory, rational choice theory, deterrence theory, relative deprivation theory, and frustration-aggression theory (Awodola & Ayuba, 2015). These varied views depended on anticipated results, misrepresented the individual as ahistorical, and oversimplified the motivation of conflict offenders (Agbiboa, 2013). Prospect theory establishes a realistic decision-making viewpoint of gains and losses from the first-hand experience of the actor instead of predicted results, which several other theories have rely on, even though these theories are acknowledged in discussions of conflict in Africa (Agbiboa, 2013; Braithwaite, 2013; Ur & Vanin, 2015). Prospect theory focuses on figuring out the actors' emotions or motivations when they make judgments in dangerous situations.

The benefit of prospect theory is that it tries to understand the psychophysical thinking of the person rather than generalizing. The individual's propensity for risk varies based on the circumstance, with risk acceptance in cases of losses and risk aversion in cases of rewards (Kothiyal et al., 2011; Scholten & Read, 2014). The claim made in this study, which is supported by prospect theory, is that refugees living in camps are likely to make riskier judgments regarding the education of their adolescent children.

2.6 Summary

This chapter has reviewed the literature on the different definitions and dimensions of terrorism. It has shown reviewed the literature on the causes and consequences of terrorism in the education sector as well as the prevailing trends of terrorism in Kenya. The literature has shown that not much empirical research has been done on this topic and therefore there are serious gaps in the literature that this study attempts to fill them.

While education is wide as something good and with much promise in catalysing development, the reviewed literature has revealed that terrorism threatens to erase past developments in the education sector in Kenya generally and in the refugee camps specifically. The chapter has also presented prospect theory as the framework that guided this study to its logical conclusion. The framework is used to examine how the changing perceptions of risk have influenced the decisions of students to stay away from school, adopt bad behaviours and perform poorly in the examination. Chapter 3 presents a description of the study site and the research methodology that was utilized in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the research setting and methodology. The chapter is split into seven sections. The first section presents a profile of the research site. The second section describes the research design that was used in this study. The third section defines the study population and unit of analysis followed by a description of the sampling procedure and sample size in the fourth section, In the fifth section, an explanation of how the data used in this study were collected is offered followed by a short description of how data processing and analysis and presentation was done in the sixth section. In the seventh section, a discussion of the ethical considerations and problems encountered in the field in the eighth section. The chapter ends with a small conclusion in the ninth section.

3.2 Study Area

The study was conducted in Daadab refugee and asylum seekers camps. The camps (Dagahaley, Hagadera and Ifo) are located about 470km from Nairobi and 100 km from the Somalia border in Garissa County, Northeastern region of Kenya. The Dadaab camps were constructed in 1992, and as of May 13, 2019, they were housing 223,420 people, making them the third-largest refugee and asylum seeker complex in the world, according to the United Nations High Commissioner for Refugees (UNHCR). The Ifo II camp was constructed by the Norwegian Refugee Council in 2007 as an addition to the previous Ifo

camp, which was damaged by flooding. However, Ifo II wasn't able to operate to its full potential until 2011, the same year Kambioos camp was built to house additional migrants fleeing Somalia's extreme drought. Currently, Ifo refugee camp is the smallest camp, housing only 65,974 refugees, while Hagadera is the largest, housing little over 74,744 people and 17,490 homes. These refugees are from Tanzania, Uganda, Rwanda, Congo, Ethiopia, Eritrea, and Somalia.

The Daadab refugee camps are overcrowded and as a consequence of that lack of adequate infrastructure, the living conditions in the camps are often unhygienic, leading to a high prevalence of communicable diseases and epidemics. Many injured or sick refugees and asylum seekers depend on free health care offered in the camps by different aid agencies. The UNHCR has over the years made efforts to provide other social amenities and facilities like schools in the Daadab camps. Today, in Hagadera, Ifo and Dagahaley refugee camps there are 22 kindergartens (preschool centres for children less than 5 years old), 22 elementary (primary) schools, 6 high schools (also known as secondary schools), 9 Alternative Basic Education (ABE) centres, 5 primary accelerated learning centres, and 6 Technical and Vocational Education and Training (TVET) centres. The curriculum used at all levels in these learning institutions is the Kenyan school curriculum. The secondary school selected for this study are those that had operated for more than ten years and strictly served only children in the refugee camps and had previously encountered terrorist attacks or closed due to terrorist-related threats.

3.3 Research Design

This study embraced a descriptive research design featuring a qualitative approach including in-depth interviews, key informant interviews and the use of data from

secondary sources. According to Kerlinger (1973), a research design is a plan and strategy for investigating a phenomenon. It also seeks to find answers to different questions, for this study, questions relating to the effects of terrorism on education in Daadab refugee and asylum seekers camps. A descriptive research design was deemed fit for this study not only because it is the simplest to implement but also because it permits the investigator to investigate and describe the distribution of one or more variables, without considering any causal factors. The main purpose of this study was to provide a descriptive analysis of the effects of terrorism on education in Daadab refugee and asylum seekers camps.

3.4 Study Population and Unity of Analysis

The target population comprised all students in the secondary (now high) schools in Daadab refugee and asylum seekers camps. A list of students in each of the secondary schools in the study area was obtained from the head teachers in the respective school's enrollment registers. The study targeted students in three of the six secondary schools in Daadab refugee and asylum seekers camps. The unit of analysis was the individual male or female student currently enrolled in a secondary school within the Daadab refugee and asylum seekers camps.

3.5 Sample Size and Sampling Procedure

According to Mugenda & Mugenda (1999), sampling is the process of selecting people to observe in order to obtain data about an interest population. The plan of action or method that makes clear how the research subjects will be chosen is called sampling. Typically, sampling is done to give the researcher a more manageable sample size for the study.

In this study, a purposive sampling procedure was used to identify potential respondents from three conveniently selected secondary schools in the study area. The respondent's subsequent participation was centred on the identified students' availability and willingness to take part in the study. The total sample size was 30, that is, ten students (5 boys and 5 girls) from each of the three secondary schools that were selected for the study. The inclusion criteria for the student were that they are currently enrolled in a secondary school and were attending lessons continuously for at least one year. The study participants were identified in their respective schools during school hours with the help of their headteachers, who introduced them to the researcher. To complement the information from the primary respondents, key informant interviews were also conducted with purposefully selected key informants as detailed in section 3.6.2 below.

3.6 Data Collection Methods

3.6.1 In-Depth Interviews (IDIs)

The primary method for data collection in this study was in-depth interviews. IDIs were conducted with thirty respondents that is fifteen boys and fifteen girls from three secondary schools in the Dadaab refugee and asylum seekers camps. An interview guide containing semi-structured questions (Appendix 2) was used to direct the interviews. The guide was also important in digging out data on the respondent's background information about their life in the refugee camps and achieving an insider's view of the various terrorist attacks and trends. The semi-structured interviews focused on understanding the student's encounters and experiences with terrorism, and their overall view on how terrorist attacks affected their school attendance, behaviour and performance. Probes

were used to dig out more information on their views about security and safety in their schools in the refugee camps. During the interviews, respondents were encouraged to narrate their experiences and to elaborate on the ways terrorism affected their schooling and lives personally. Some three or four interviews were repeated because of interruptions and educational demands on the respondent's time. The method also was very useful as it elicited spontaneous responses that were important in the study.

The interviews were conducted in a secluded classroom with the respondent's respective schools during lunchtime or sometimes, after school to ensure minimum disruption to studies. Each interview took roughly one to one and a half hours to complete. The IDIs were conducted in the English language and they were audio-recorded with permission from the respondents. The audio recording was undertaken because the interviewer wanted to complete the interview within the shorted possible time so that the student's school schedule was not adversely disrupted or affected. In addition, not all students were comfortable supplying information that would be published, as many potential respondents felt that the information they gave might get into the hands of terrorists and they become targets for attack. Finally, tape recording was deemed a better way to capture the words and sentiments of the participants. Recorded data were transcribed and efforts were made to ensure that data were stored securely, that confidentiality and anonymity were always maintained and that specific comments shared by the respondents could not be traced back to the original speakers.

3.6.2 Key Informant Interviews

Key Informant Interviews were carried out with ten people who had expert knowledge about the issues under investigation. These included two head teachers, a county director

of education, one education officer, two representatives of NGOs working in the camps, two teachers, and two local administrators. These people were selected on the basis that they work in the area and their day-to-work impinges on the education and security of the schools. The director of education, headteachers and teachers are the ones who interact with students every day and handle matters of education at different levels. They are therefore in a vantage position to tell in which schools terrorist attacks have occurred and how long the schools were closed and they are also responsible for surveillance of the security situation in schools. Therefore, they have information about livestock diseases in the area. The administrators were selected as important informants because they are in charge of the security committees in their respective administrative units and therefore are knowledgeable of the security situation in schools at all times. The KIIs were They were also important in providing useful and situated insights on the issues under investigation. The interviews which lasted between one and a half to two hours were also audio-recorded with consent from the informants. A key informant interview guide was used to conduct the interview (Appendix 3) to direct the interviews.

3.6.3 Observation

An unstructured observation method was utilized to understand better the daily lives and operations of the students both in and outside school as well as in the camps. The researcher observed the activities in the schools including student behaviours and levels of hygiene as markers of discipline, how the students were going on with their studies, and other activities going on in the school apart from class attendance. A guide was used to direct the observations (appendix 4).

3.6.4 Secondary sources

Extensive use of secondary data was utilized throughout all the stages of this research project to authenticate the findings that were obtained from primary data. Further, secondary sources of information were used in the literature review. Secondary sources of information included were obtained from a variety of sources including information from government bodies and government policy documents, journal articles, textbooks and existing literature, and internet sources.

3.7 Data Processing and Analysis

The data yielded from this study was purely qualitative arising from in-depth interviews and key informant interviews. The audio data were transcribed and coded and grouped into different categories based on the emerging themes. Since the interviews were conducted in English there was no translation required. The transcription was done verbatim. The data were then subjected to content and thematic analysis by identifying emerging patterns from the answers given by the informants and generating themes in line with the study objectives. The themes were school attendance, performance and behaviours. The study processed and analyzed both quantitative and qualitative data. Along with the quantitative presentation, the qualitative information gathered from open-ended questions was organized into topics in accordance with the study's aims. Thematic analysis was done on the main informant's data.

3.8 Ethical Considerations

Ethical considerations according to Flick (2006) are used to control the relationship between the one conducting the study and the one participating in the study. In this case, it was important for the researcher to observe and adhere to the recommended research ethics throughout the research process. A letter of introduction was received from the Department of Anthropology, Gender, and African Studies after the researcher successfully completed a study proposal before beginning fieldwork, which was successfully defended in a faculty seminar. The letter was submitted with the application for a research permission to the National Commission for Science, Technology, and Innovation (NACOSTI), which is customary in Kenya for fieldwork. Potential respondents were informed of the study's objectives prior to any data collection and given the opportunity to ask any questions that they may have had. Additionally, they were informed that participation was optional and that they might leave the study at any time without fear of reprisal. The participants were then asked for their informed consent and only those who granted consent orally were interviewed. The study was also conducted in strict adherence to the ethical principles and guidelines of social science research. Data confidentiality was ensured by omitting the names of the respondents from all transcripts and the final report. During the interviews, the researcher ensured that privacy, confidentiality and anonymity were maintained throughout all the stages of this study.

3.8 Problems Encountered in the Field

During the data collection stage of this study, the researcher encountered several problems worth mentioning. Some of the respondents answered the researcher with the kind of suspicion and caution that suggested outright distrust. Four respondents in the sample were non-starters to the interviewer process, either giving excuses or becoming

elusive. Some feared that by participating in the study they might become the target of terrorists. When potential respondents rejected to participate, every attempt was made to persuade them of the study's purely academic nature and how its findings could be utilized to promote policies and initiatives that would be in their best interests. If such efforts failed, they were replaced with new respondents from the reserve sample population.

Even when there was consent for the interview, several questions were repeatedly ignored or had their answers purposefully weakened. When respondents were questioned, for instance, about whether they knew any terrorists in their area, this issue was addressed directly. Some expressed the fear that since the information they provided in this study may be divulged accidentally, it would almost be self-destructive to be revealed as having mentioned people they suspected of being terrorists in their midst. Faced with such problems, the researcher tried to convince the respondents about the absence of ill intentions and that all the information they gave could be treated with the highest level of confidentiality and reiterating the overall benefit of the study rather than put anyone involved in the study in the risk of harm. It was also realized that many respondents were scared of their schoolmates finding out what they told me about the impact of terrorism. Many admitted that their education had been disrupted and interrupted but refused to participate for fear of what would happen if suspected terrorists found out/about them. Many of those who agreed to participate in the in-depth interviews asked us to do it in a great hurry before anybody knew they had participated in the study. They also advised us to hide the notes I jotted down from their schoolmates if they found us in the middle of the interview.

3.9 Summary

The chapter has presented a description of the study site/s where fieldwork for this project report was conducted. It has also presented information on the research design, study population and unit of analysis, sampling procedure and sample size, methods of data collection and analysis, ethical issues that were taken into consideration in this study and problems encountered in the field. The next chapter (chapter 4) will present the findings of this study.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The chapter presents the findings of this study which was undertaken to examine the effects of terrorism on education in the Daadab refugee camps in the northeastern part of Kenya. The study specifically sought to answer three research questions: (1) what is the impact of terrorism on the attendance of students in secondary schools in Dadaab refugee camps? (2)what is the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camp?, and (3) what is the impact of terrorism on the performance of students in secondary schools in Dadaab refugee camps? Each of these three research questions has been answered in a separate section. The chapter is divided into four main sections. Section one presents a profile of the students who participated in this study. Section two responds to the first research question while section three answers the second research question. Finally, section four answers the third and last research question. The chapter ends with a summary in section 5.

4.2 Profile of the participants

The data used in this study were collected in April 2022 from 30 purposefully selected students (15 boys and 15 girls) in three secondary schools in Daadab Refugee camps. The eligibility criteria were as follows: (1) refugees residing either individually or with parents in Daadab refugee camps, (2) currently enrolled in one of the three target secondary schools and attending lessons regularly for at least one year as of the time of

this study, (3) must have been in one of the target secondary schools for at least two

years, and finally, (4) available and willing to take part in the study. All the participants

were identified and interviewed at their respective secondary schools during working

hours (8-5 pm which are the legal working hours in Kenya).

Table 1: Profile of selected secondary schools

Name of Secondary school	Number of students	Number of teachers
Nasib	373	16
Tawakal	373	26
Waberi	1028	34
Total	**1774**	**76**

Source: Author, 2022

Table one shows that the three target secondary schools have a high student population

and a low number of teachers. This number of teachers falls far below the nationally

recommended Student-Teacher Ratio (STR) stands at 41.1 meaning secondary schools in

Daadab are reeling from an acute shortage of teachers. This is perhaps because of

recurrent terrorist attacks which scare many potential teachers from taking positions in

these schools.

Gender of Respondents

Table 2: Number of participants per secondary school

Secondary school	Male students	Female students
Nasib	5	5
Tawakal	5	5
Waberi	5	5
Total	**15**	**15**

Source: Author, 2022

Table 2 shows that the study sample comprised an equal number of boys and girls from

each of the three chosen secondary schools. Even though there were more boys than girls

in the target secondary schools, it was decided that an equal number of participants be included in the sample to obtain a balanced view of the issues under investigation. Second, it was deemed important to avoid the marginalization of the girl child as often is the case in other areas of society.

Age of Respondents

Table 3: Age of the study participants			
Age	**Male students**	**Female students**	**Percentage**
Below 14	0	0	0.0
14-15	6	10	53.3
16-17	6	5	36.7
Over 18	3	0	10.0
Total	**15**	**15**	**100.0**

Source: Author, 2022

Table 3 shows that all the respondents were aged between 14 and 17 years old. However, girls were younger than boys, leading to the speculation that most girls were out of school for one reason or another. Because of the small sample size, it was difficult to discern if terrorism was the main reason for this state of affairs. However, from the interviews, it was apparent that the fear of girls being raped and infected with sexually transmitted infections, especially with the threaded HIV was one of the reasons why parents were reluctant to let their daughters attend secondary school. This issue might require further interrogation to arrive at an informed conclusion.

Level of Study of the Respondents

Table 4: Level of education of the study participants			
Age	Male students	Female students	Percentage
Form 1	0	0	0.0
Form 2	4	7	36.7
Form 3	6	5	36.7
Form 4	5	3	26.6
Total	**15**	**15**	**100**

Source: Author, 2022

Table 4 indicates that all the study participants were in form two and above. Technically the form ones were not eligible to participate because they did not eligibility criteria that is, being enrolled in the same secondary school for at least one year as per the time of the study.

Religious Affiliation of the Respondents

Table 5: Religious Affiliation of the study participants			
Age	Male students	Female students	Percentage
Christians	5	6	36.7
Muslims	6	6	40.0
Atheists	0	0	0.0
Others	4	3	23.3
Total	**15**	**15**	**100**

Source: Author, 2022

Table 5 shows that majority of the students are Muslims followed by Christians. The balance between Muslims was important and from the data gathered the views of Muslim and Christian students are the same concerning terrorism and its impact on education.

Experience of Terrorism

Table 6: Participant's experience of terrorism			
Age	Male students	Female students	Percentage
Victimized	2	3	16.7
Know	9	10	63.3
Other	4	2	20.0
Total	**15**	**15**	**100**

Source: Author, 2022

The study participants were asked to state if they had been victims of a terrorist attack or if they know about an incident where assailants attacked innocent people. Table 6 shows that most of the students had not been victims of terrorism but knew about incidents where terrorists had attacked learning institutions.

4.3 Impact of terrorism on school attendance

This is the first section of the data presentation and attempts to answer the first research question "what is the impact of terrorism on the attendance of students in secondary schools in Dadaab refugee camps?". All the study participants were asked the same principal questions are probing was done based on their responses. The in-depth interview was conducted face to face interviews at each respondent's respective school. The researcher managed to conduct face-to-face interviews with all 30 interviewees which led to a response rate of 100%. This was above the 70% response rate that Kothari (2004) deems adequate for any study.

In this study "school attendance' was operationalised as 'attending all scheduled lessons and participating in all school activities during the nationally specified time of learning or

term'. Absenteeism from school with a valid reason such as missing school for health reasons or being absent because of family obligations such as nursing a sick family member is considered as attendance. However, missing school or being absent from school because of an actual or perceived terrorist attack or threat of attack on a school, route to school, home or areas surrounding the school is considered as part of the impact of terrorism on education and by extension as an impediment to school attendance. In a nutshell, school attendance is affected when students miss a portion of the learning process or stay away from school for a short or long time due to the threat of terrorism, have difficulty adapting when schools resume and develop a habit of absenteeism from school without a valid reason. In other words, when absenteeism with a valid reason is removed, the disruption of learning that may be experienced due to the threat or fear of a terrorist attack is what this study considered.

The researcher sought to know from the study participants the impact of terrorism on school attendance. The study participants were asked the explain how terrorism school attendance. The responses were grouped into categories according to the emerging themes. First, the respondents that terrorism affected school attendance for each individual differently. It was explained that if the school was closed due to terrorist activity then everyone was obligated not to attend lessons. It was explained that whenever a terrorist attack occurs in a school or the community often schools are temporarily closed times for a few weeks and other times for a longer period. The study respondents stated that during this time students are not able to attend school as they have to wait until the government provides assurances that t is safe to resume school. During this time of closure of the school, attendance is therefore interrupted. It was also explained that when

school reopen normally many students do not school regularly for fear of another attack might occur. The study participants also explained the rate of absenteeism in the weeks that follow the opening of school is very high as parents often stop their children from coming to school. It was also explained that some students often get traumatized and have to take days off school regularly to attend counselling therapy sessions.

The question was asked: Have you been absent from school because of terrorism-related reasons? Responses included: no, it has never happened to me, a few times - maybe one 1–2 times, often– more than 3 times and many times. The respondents explained that in cases when a terrorist attack took place outside the school and there was no closure some students were scared and avoid school due to personal fears. It is therefore argued here that individual factors such as fear and lack of confidence, especially among students in forms one and two negatively affected their school attendance due to the threat of actual terrorist attacks in the school or neighbourhoods. From their responses, one of the emerging themes was absence from school. These statements confirm that terrorist activities do affect school attendance. Virtually all key informants stated that terrorism was a major nuisance to school attendance as many students often fail to show up for at least one month after a terrorist attack. One informant retorted, "This excessive absenteeism affects the smooth running of academic programmes and learning in a big way". Some studies in Kenya have also confirmed that terrorism is responsible for students' failure to attend school regularly and consistently. However, because of the small sample size, it is hard to effectively conclude that terrorism was the only reason for poor school attendance among students in the refugee where it is a well-known fact that there any many factors that affect learning in a variety of ways.

The study participants in this study also stated that following a terrorist activity either in school or in the neighbourhood, it was parents who stopped their children from attending school. As one key informant aptly stated, "parents who strongly feel that it is not safe enough either on the way to school or at school often stop their children from attending school". Nearly half of the respondents stated that they were willing to return to school after a short closure due to a terrorist threat but their parents told them not to go and they obeyed. It could be argued that both individual and parental perceptions of risk were major determinants of school attendance following a terrorist threat. Of course, parents have a responsibility to ensure that their children regularly attend school. It is also their responsibility to ensure that their children are safe and therefore stop them from attending school as a precautionary measure. The respondents also explained that when a terrorist occurred in a place very close to their school, learning was often interrupted and students ask to attend school for a day or two as things cool. The perceived risk of attending school during the days after such an attack is deemed too dangerous and unsafe because of the proximity of attacks on the way to the closest school and respondents' homes. Students were asked to state whether the absence of teachers in any way contributed to poor school attendance. However, the respondents were unanimous that poor school attendance in was not driven by teacher absence. The respondents stated that attacks occurring between their homes and school like attacks on the school were equally responsible for poor attendance. Nonetheless, an attack that take place further away from homes and schools did not in any way affect school attendance or rather did not have a negative bearing on school attendance.

This finding suggests that the terrorist attack or perceived risk of a terrorist attack affects school attendance. This findings suggests that it is crucial to identify the locations of the attacks, whether they take place inside the school or far away from each student's route to class, before beginning any conversation about how terrorism affects students' attendance. The safety of the routes to school appears to be directly impacted by terrorism in the northeastern portions of Kenya, which is thought to be highly localized.. This means that terrorist activities occur near the school or home and the school routes from school are likely to contribute more to poor school attendance. Research in Kenya confirms that attacks which occur within the vicinity of the school have the same effect on school attendance as those that happen in learning institutions.

Data obtained from this study reveals that a decline in attendance of students was experienced during the issue of terrorism in Dadaab. From one of the student participants, it was revealed that before attacks by terrorists, the attendance rate of students was at 91% daily but after the attack, it dropped to 58%. This is a sharp decline of 33% of the total attendance of students indicating that indeed the vice is a serious threat to education for refugees in the Dadaab camp. One of the students narrated that:

> *terrorism-related instability in the area, particularly from the reported terrorism... According to the media, one case of staff members from this school were kidnapped last year (2015) and fortunately found and saved by the KDF (Kenya Defense Forces) in Somalia. The case of the teacher abduction made headlines and was widely covered by the media. Some western countries also issued travel bans to Kenya. Therefore, nobody wants to be here when such events are in the headlines. Students are less likely to attend their classes because so many teachers abandoned them and never returned.*

In some instances that:

Due to terrorist attacks in the region, the majority of the students opt to boycott the school from form 1-4 where you find teachers come to school but there is no one to be taught. These students tend to demand a clear explanation regarding their security in the learning environment.

All of the participants agreed that the security of schooling in Dadaab camps is inadequate and that the students there are extremely exposed to attacks. Furthermore, the participants noted that the safety of schools has been taken for granted, with security measures limited to perimeter fence and a gatekeeper's presence. Their exposure to terrorism thus exposed the weakness of school security. One of the people who participated in the interview said she first believed that schools were safe places to learn until terrorists targeted some of them. Similarly, one of the respondents stated:

I can say that the security at the schools is insufficient. The students at their numerous schools are vulnerable to a variety of things. There is insufficient security to thwart terrorists' plans. The group will likely succeed if they choose to target more schools, which can occasionally increase student absenteeism.

More so, one of the interviewees believed that the presence of security operatives in schools does not guarantee security. She stated:

Although I am unsure of some local realities at the moment, I believe that school security is in very poor shape. Even at locations with security personnel, their presence does not ensure schoolchildren's safety.

Another interviewee shared a similar experience about the security of the school. He said that the security in our schools is poor. He stated his argument as follows: Numerous kids are hurt, raped, or kidnapped at school. No school has perfect security. Although there are fences and gatekeepers, they are not sufficient to ensure the safety of the schools in Dadaab. All of these schools are vulnerable to attack, but the government will maintain a

security presence there. Given the number of schools in the camp, I am aware that this is not feasible. Before terrorist strikes in the area, we all believed that schools were a secure environment for learning. A lot of schools may close for a year or several years as a result of persistent attacks, or too many pupils may be pulled out of school by their parents. It was also discovered that teachers in unsafe schools continue to skip class, students skip class on days when bombs are detonated, the dropout rate of students increased due to terrorism, and parents avoid sending their kids to schools in the area out of fear rather than wanting to keep them alive but uneducated. Although participants appreciated camp education, they desired for their kids to attend good schools where they could interact with other kids who had not experienced terrorism. Participants highlighted that sending their kids to school at a camp isolates them and denies them access to facilities and high-quality instruction. The duration of camp education should not exceed what kids have already experienced.

4.4 Impact of terrorism on student behaviour

This section attempts to answer the second research question which sought to understand the impact of terrorism on student behaviour in the secondary schools in the Dadaab refugee camp. The study participants were asked to state how terror activities targeting school had affected their behaviours as students. Many study participants stated that while terrorism had affected the behaviour of some students for the majority of the students it did not have any impact. It was explained that those with behavioural challenges were due to a lack of parental control and discipline at home. Otherwise, they averred that in school the consequences for indiscipline were dire for those who did behave appropriately while at school or did not follow school routines and regulations as

required. A few respondents said that indiscipline in school was not tolerated and the punishment included expulsion from school many students were keen to ensure that they were not expelled from school as they valued education and hoped that it will open the doors for them to a better and prosperous life outside the confinement in the refugee camps.

The interviewees explained there were a few cases in which students misbehaved in school. The most common types of misbehaving identified included coming to school late, missing school without permission, making noise in class or fighting amongst students. This form of misbehaviour may not be directly attributed to terrorism because such things do occur in school without any experience of terrorism. Given that most of the students in the case study secondary schools were refugees escaping armed conflicts and violence in their home countries it was expected that they exhibited some form of aggressive behaviour which they could have adopted from their home countries as a defence mechanism. Indiscipline and aggressive behaviour were also attributed to increased anxiety and stress arising from the pathetic living conditions in the refugee camps. It was also explained that there was a lot of violence within the refugee camps between different factions of refugees from the same country which also helps to explain how some of these students learned to be aggressive. The others learned aggressive behaviour which they exhibited in school from observing the violence between parents and people in the camps as well as from being victimized by their parents, peers or seniors.

Some interviewees however thought that terrorism indeed did affect the behaviour of students either directly or indirectly. The interviewees explained that many students suffered trauma and anxiety arising from their experience of terror activities. Because of this psychological trauma, some students became reclusive and too sensitive to any form of small noise. Others became overly suspicious of strangers and even their classmates which limited their ability to socialize with other students. Studies have shown a clear link between terror attacks resulting in acute stress disorder (AST) and post-traumatic stress disorder (PTSD) which affected their concentration in class. Key informants explained that most of the students who experienced terrorist acts were often worried or anxious about the potential threat of attack on their school or nearby areas, and as a result, they exhibited a lot of fear and lack of concentration in class, which in turn affects their performance in examinations.

Key informants explained that some of the students who may have not experienced terror attacks in school knew people in the community including their relatives and friends who had lost their lives to terrorists or were injured in a traumatizing terror attack. The interviewees explained that in some instances they suffered from lack of sleep for fear of being killed by a terrorist while asleep or had bad dreams at night. Nightmares, grief for the loss, memory problems, and loss of one or both parents in an attack not only impaired the students' mental faculties and ability to think straight but also to aggressiveness, loss of interest, inactivity, apathy and numbness, mistrust, psychosomatic complaints, and repressiveness, some times for months after the attack. From this finding, it is clear that students who directly and indirectly experienced terror attacks were victims of terror activities and exhibited more or less the same behaviours. While those who had seen the

horrific scenes such as their teacher or parent shot in front of them maybe affected more deeply, many of those who had not witnessed such scenes were equally terrified and sympathetic – leading to new learning difficulties. Loss of concentration was identified as a common denominator among students affected directly or indirectly by terror attacks.

In the literature review, it was stated that terrorist goal is to instill fear and anxiety about personal safety because people cannot control where it will happen next, simply because they employ unpredictable tactics that are difficult to predict. Higher degrees of avoidance behavior, underlying sentiments of insecurity, and emotional pain were all associated with the vice. One of the study subjects emphasized that one's personality can be distinguished from others by the behavior and activities taken in the wake of terrorism. Many characteristics are associated with aggression, such as egoism, socialness, selfishness, disobedience, antagonism, distrust, etc. Some are associated with considerably more criminal behavior. Criminals think differently because they find it difficult to manage their bouts of rage and other cravings. Students become impulsive, aggressive, and prepared to take action against perceived threats because they are frustrated, nervous, worried, and irritable in an unfavorable social environment. Additionally, it produces disobedient, impulsive children who have lower academic and schoolwork records, which ultimately prevents them from succeeding, leading to deprivation, dissatisfaction, and ultimately criminal involvement.

4.5 Impact of terrorism on student performance

Further, the investigation required the participants to indicate the impact of terrorism on student performance. Field responses showed that terrorist activities caused education spending to drop because more money is spent on security; they also increased the rate of

illiteracy; they have cost trained teachers their jobs because they are either killed or maimed in indiscriminate attacks by terrorist operatives; and they occasionally disrupt academic activities as a result of these attacks.

The findings from the field also suggested that terrorist incidents had an impact on students' test performance, primarily due to the tension they caused during the exam's entire learning process. In addition to all the other negative impacts they had on society, these attacks momentarily hindered pupils' ability to learn and do well on tests. Terrorist activities also caused a longer-term disruption in students' attendance, permanent student drop-outs, persistent demotivation and distraction of students by fear or trauma, lowering access and impeding efforts to achieve Education for All, decline in student enrollment, longer-term postponement of furniture repair, and a reduction in the quality of learning. Conditions. Additionally, it diverts pupils who might find it difficult to concentrate in class due to attacks on their school or adjacent targets and hinder their capacity to learn. Additionally, terrorism and its cumulative effects, which included distraction, lost school days due to closures, teacher shortages, and failure to repair damage to schools, result in falling academic achievement levels when the factors persist for extended periods of time, which causes refugee students to perform poorly on national exams.

4.6 Summary

This chapter has presented a profile of the people who participated in this study, and the findings are based on data gathered from different sources as highlighted in chapter 3. The findings have been presented according to the research questions that were posed in chapter 1. Chapter 5 presents a summary and discussion of the study findings follow by

some concluding remarks.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of this research project's main findings, explains the contributions this study makes to the discipline of gender and development studies and a final discussion of the linkage between terrorism and education, and the effects of terrorism on the education of secondary students in refugee camps. The research project has answered all three questions asked in this study: (1) What is the impact of terrorism on the attendance of students in secondary schools in Dadaab refugee camps? (2)What is the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camp? (3) What is the impact of terrorism on the performance of students in secondary schools in Dadaab refugee camps? Secondary school students in three schools in Dadaab refugee camps in the northeastern region of Kenya have provided the empirical group ground from which the impact of terrorism on education has been examined. The chapter is divided into six sections as follows:

5.2 Contributions to knowledge

This study has contributed to the broad field of gender and development studies by generating a new body of empirical knowledge on the current understanding of secondary school students in refugee camps about terrorism and its effects on their schooling. This study adds richness and depth to our knowledge and understanding of

the impacts of terrorism on the education of secondary school students. This study is distinctive in the sense that unlike other studies on the impacts of terrorism on secondary school students generally, the present study has isolated focused on a specific group of secondary school students, that is students in secondary schools in the refugee camps in northeastern parts of Kenya and was conducted by a student who hails from the region, though not in a refugee camp, thus adding a local angle to the Gender and Development Studies literature in a manner no other study has done.

The other contribution is the confirmation by the findings of the usefulness of prospect theory in understanding the different ways terrorism creates risk conditions that force students to make tough decisions including not attending school, adopting truant behaviours and performing poorly at the secondary school level. The most important contribution lies in the integration and weaving together of ideas from different social science disciplines, in understanding how terrorism impacts the education of foreign students in refugee camps. The framework has proved to be a useful framework for explaining the risks that terrorism poses to students in a refugee camp and how psychological trauma, social isolation, poverty and insecurity combine to impact negatively the education of students in secondary schools in refugee camps.

In selecting an appropriate methodology for this research project, the merits and demerits of different qualitative research techniques were considered, and a decision was made to use in-depth interviews augmented with key informant interviews and the use of information from secondary sources. The use of in-depth interviews as the primary method of data collection has permitted the researcher to identify the impacts of

terrorism on education and gain a deeper understanding of how terrorism and terrorist activities affect the education of students in refugee camps. In-depth interviews with open-ended questions supported with suitable probes These open-ended interviews have enabled the researcher to capture different perspectives from secondary school students including people with expert knowledge about the impact of terrorism on education in the case study area. The study, therefore, provides a detailed in-depth analysis of the impact of terrorism on education in a sense that may not be possible by using a standard survey research approach. The study has particularly given the students in the secondary schools in the refugee camps an opportunity and power to speak for themselves through verbatim quotes in the final research report. In other words, the study adds a local voice angle to the study of terrorism and education in the broad field of gender and development studies.

Based on a literature search, it seems little attention has been paid to the impact of terrorism on the education of children in refugee camps. The existing research literature focuses almost exclusively on the impact of terrorism on education in urban and rural schools without any refugee students. This means that there is a paucity of research focusing on the impact of terrorism on students in secondary schools within refugee camps. This study reacts to this challenge. The study has generated a new body of empirical data not only to seal the plug on the gaps in the literature but also to enhance public understanding of the varied ways terrorism affects education in secondary schools in refugee camps.

This research could be of great value to the state, education planners and security agents and other stakeholders including UNHCR, NGOs and civil society organisations whose efforts are geared towards the smooth operation of schools and security in schools and other learning institutions. The study has identified various problem areas and impacts of terrorism on education which require urgent attention. This research report suggests that the more attentive policy planners and stakeholders are to the plight of students in schools within refugee camps, the more support they are likely to receive for tackling the problem of terrorism. The security agencies in the country must recognise the potential contribution of education to human resource development and sustainable development and introduce wide-ranging measures to eradicate the problem of terrorism.

5.3 Summary

This section summarizes the findings of this research project whose broad objective was to explore the impacts of terrorism on education among students in secondary schools within refugee camps. The study had three specific research objectives: (1) to find out the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camps, (2) to examine the impact of terrorism on the behaviours of students in secondary schools in Dadaab Refugee Camp, and (3) to explore the impact of terrorism on the performance of students in secondary schools in Dadaab refugee camps. All these three objectives have been fulfilled through research findings that are presented in chapter 4 of this research report.

This research project through a case study of students in three secondary schools in the Daadab refugee camps has highlighted the impacts of terrorism on education, specifically its effects on school attendance, student behaviours and performance. This research project argues that terrorist attacks on learning institutions such as those in refugee camps where students are already traumatized by the experiences of armed and violent conflicts in their home countries has extremely negative effects on them. Terrorist activities not only rekindle bad memories but also opens up new wounds that are difficult to forget or heal and thus posing a serious threat to the smooth learning of these group of secondary school students. The fear of being injured or killed during a terrorist attack was cited by the respondents in this study as the main reason for not attending school or rather staying away from school intermittently. As a result of being out of school where discipline is maintained by teachers, out-of-school students tend to develop truant behaviours which coupled with absenteeism from school contribute to poor performance in examinations and their studies generally. This poor performance not only runs counter to the expectations of teachers, parents and other stakeholders in the education sector who view regular school attendance, good behaviour and performance among students as the hallmark of an effective educational system but also renders education meaningless as failure implies a waste of time and money. The case study provides a good example of how the education system has been negatively affected by terrorism and how students are bearing the brunt of terrorism poor performance in examinations undermines the prospects of the students prospering from the fruits of their education. The research project suggests that there is a need to put in place mechanisms to stem terrorist activities in schools and a new institutional

framework such as online/remote learning to ensure that studies are not interrupted in any way by terrorist attacks either in school or in the community.

The Prospect Theory (PT) provided the lens through which the impact of terrorism on education among secondary schools in refugee camps was examined. PT was best suited for this study because it provides a new understanding of the terrorist's mindset and the different environmental factors that impinge upon the victims of a terrorist attack and allows individuals to make different choices least of which is on pathways to continue with studies uninterruptedly. In this way, the PT framework can also contribute significantly to counter-terrorism policy and can efficiently guide the budgetary means and thus allowing students to continue with their studies without any form of disruption. Findings reveal that students have been affected in various by the threat of terrorist attacks. Thus, understanding the prospects of ending the effects of terrorism community is vital when considering the smooth running of education processes.

Through a case study of secondary school students, this research has explored the effects of terrorism on education and antiterrorism policy frameworks. Education represents one of the key pillars of national development and understanding the effect of terrorism presents better prospects for a more effective counterterrorism strategy focusing specifically on the education sector. For such a policy to be effective, there is a need for students, teachers, parents and other stakeholders in the education sector to be given a chance to voice their experiences, concerns and suggestions for the way forward. Schools in the refugee camps appeared to have an extremely negative view of the effects of terrorism because the schools are within proximity to their residential

areas. This means that even those who are out of school are also either directly or indirectly affected by a terrorist attack and that the effects are also likely to be felt widely within the refugee camps and this also has ripple effects to surrounding villages. Additionally, education among students in refugee camps is highly valued because it provides one of the best possible pathways to a better future outside the camps. Thus, the interruptions on learning do not resonate well with many students whose goal and aspiration is to perform better in national examinations, as a means of advancing the university. Terrorism stands in the way of these students' prospects for a better and prosperous future life. plight future.

The main factor motivating the students to continue with their education amidst the threats of terrorist attacks was the desire to obtain reap the benefits of a good education. Regular attendance at school and good grades were repeatedly stated as the main reasons why students went back to school despite the threats to their lives. This study found that most students valued the need for good behaviour and conduct both in and outside school as a discipline that could not only lead to better grades and school outcomes but also enhance prospects for a better life. This was also echoed by the key informants who stated that education was the only feasible way out of the pathetic living conditions in the refugee camps as it opens avenues to other opportunities, especially employment. Many students within the refugee camps, cut off from education by terrorism attacks were becoming poorer which confirms the view that the overall effect of tourism is often to reinforce existing patterns of inequality. Inequitable access to education for students in the refugee camps due to terrorism and its effects on school

attendance and poor performance in examinations were found to be pressing problems that will continue to confront students in secondary schools and, indeed, primary schools in the refugee camps. The study argues that the effects of terrorism combined with corruption and mismanagement deny many students an opportunity to study. The participants stated that often schools were reopened without their knowledge and often there were acute teacher shortages. While the shortage of teachers was attributed to fear of terrorist attacks by teachers from outside, the reality on the ground is that cash meant to hire relief teachers were swindled and thus leaving students with teachers in certain critical subjects such as mathematics, English, chemistry and physics. This is identified as another reason for poor performance among secondary school students in refugee camps in the northeastern region.

5.4 Discussion

To recapitulate these findings, I first revisit the connections between terrorism and education, and how terrorist attacks on schools and school infrastructure affected students' school attendance, behaviour and performance. This section starts with a brief discussion of the effects of terrorism on students and then ends with a summary of the implications of terrorism on education amongst refugee communities. Finally, it is concluded that terrorism has an extremely negative effect on students' school attendance, behaviour and performance. Terrorism has devastating effects on every aspect of society and the impacts are felt by students in all educational institutions that come under attack. Numerous studies have looked at how terrorism affects various facets of the economy and society at large. However, the effects of terrorism on pupils attending schools located inside of refugee camps have received very little attention.

Terrorist attacks cause a great deal of worry and dread for kids in addition to the potential for physical harm, and both of these effects have a severe impact on students' school attendance patterns, behavior, and performance over the long and short term (Becker and Rubinstein, 2011).

This research project has offered an empirical analysis of the effect of terrorism on school attendance, behaviour and performance among secondary school students in refugee camp settings. Specifically, the study has examined the effect of terror attacks on students' behaviour, attendance and performance. By focusing on schools in refugee camps and in line with the prospect theory which predicts forms of behaviour and decisions, and provides a causal interpretation of the negative linkage between terror attacks and educational outcomes among students already marginalized by hostile security situations in their home countries. The study has demonstrated that terrorist attacks have a considerable negative impact on students' academic performance, with psychological stress probably serving as the major conduit for this bad performance by interfering with school attendance, the learning process, and student behaviors.

The existing empirical evidence on the impact of terrorist activities on educational outcomes is scarce. Empirical studies in a few developing countries have shown that armed and violent conflicts negatively affect good performance in examinations, school attendance, enrollment, education spending and student behaviours. For example, some studies have shown that psychological stress related to terrorist attacks can lead to loss of memory and reduced concentration in studies, and disruptions to the learning processes thus leading students to perform poorly in school tests and national examinations (Shemyakina, 2011; Singh and Shemyakina, 2016). Schools in areas

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prone to terrorism activities, such as the northeastern parts of Kenya, in many developing countries, regularly experience more interruptions that affect students' educational outcomes both by triggering mental distress and also by affecting student decisions about school attendance, the functioning of schools, and quality of education offered (Justino, 2011).

Recent studies on the effect of lower-intensity terrorist activities on the academic attainments of high school students suggest three causes of the negative impact: disruption of the school calendar leading to inadequate coverage of the syllabus (low-quality education), destruction of school infrastructure including equipment, classrooms and playgrounds among others, and worsening of student's psychological wellbeing (Bruck et al., 2014; Kibris, 2015; Monteiro and Rocha, 2016). In developed western countries, however, terror cist activities rarely disrupt the smooth functioning of schools and the quality of education because of limited terror threats to students. This means that terrorism has practically no effect on the student's educational performance, school attendance and behaviours. This same situation also prevails in some regions in the same country in developing countries. For example, students undertaking their education in parts of Kenya where agriculture is the main economic activity rarely experience terrorism-related interruptions in their schooling processes.

It is important to note here that, even if terrorism has a detrimental impact on student behaviour, school attendance and performance in developing countries, it is unclear how the locational environment of the school influences terrorism to occur and the effect on students in schools such environments where the living conditions are already difficult as a result of other factors which may also cause mental distress for students and this

affect school performance. Students who encounter terror incidents, either as direct or indirect victims through media descriptions and visual depictions, are more likely to experience mental anguish, according to studies on terror acts in industrialized countries. A decrease in school attendance and performance as well as an increase in bad behavior are both signs of stress and worry (Pat-Horenczyk et al., 2007; Schiff et al., 2007). None of these studies, however, investigates the direct effect of terrorism on education, specifically the impact of terror attacks on academic performance, school attendance and student behaviour.

5.5 Conclusion

This study aimed to establish the extent to which terrorism affected secondary school students in education in Dadaab Refugee Camps. The insights gained from this study and the core arguments in this research report allow for the following conclusions to be made. One, terrorism in northeastern Kenya has huge implications for students in schools within refugee camps and perhaps even in other schools within the region. Students in the secondary schools in the refugee camps in the northeastern, experiencing intermittent disruptions of their studies due to the threat of terrorist attacks, miss a portion of the academic process. School closures due to terrorism-related reasons keep students away from school (low attendance), negatively affect good performance in examinations, and lead many students to develop bad behaviours. These negative indicators of educational developments are essential in a regional and national context in terms of designing interventions that can lead to reduced terrorist activities and school disruptions, thus better educational outcomes for students in the schools in the refugee camps generally

and particularly in the whole of the northeastern region of Kenya. While the provision of quality education for all is touted as a noble strategy for promoting peace and prosperity in the world, students in secondary schools and indeed other levels of schooling are still far from reaching the goal which is also enshrined in Sustainable Development Goal (SDG, No 4).

Two, terrorist attacks on educational institutions, students, teachers and education personnel is a recent development in northeastern generally and specifically in Kenya. Subsequently, the strategies for combating terrorist activities in refugee camps have participation have not been developed and so far the responses to terrorism in schools are dependent on the Prevention of Terrorism Act, of 2012. It is argued here that while the act has been largely effective in reducing incidents of terrorism in Kenya, this has not been the case in the northeastern generally and specifically in schools in the region. The proximity of the northeastern region to Somalia and Ethiopia where the al Shabaab militants habitually operate dissertation makes it difficult to rely on this act alone, and therefore, there is a need for the government to support homegrown interventions and tap into local voices to enhance security not only in learning institutions but the whole of the northeastern region. The study argues that without proper policy and logistical support, the effects of terrorism identified in this study are likely to crop up again and again, thus escalating the problems of poor performance, erratic school attendance and behavioural challenges. The report suggests that there is a need for a responsive institutional, policy and security framework that protects the safety of students, ensures that school programmes are not interrupted unnecessarily be it by terrorism or anything,

and support students to deal with trauma and stress associated with terrorism. In addition, counselling and capacity building to enhance the ability of the students to cope with the aftermath of terrorist attacks may be necessary to boost morale and motivation to regularly attend school, perform well in examinations, and adopt good behaviours.

Three, secondary students in this study can play an important role in the fight against terrorism by informing the security agents of any suspected terrorists within the community, being on the lookout for any suspicious strangers within the school or their residential camps, and taking the required precautions to protect themselves from terrorism. The students are not only important stakeholders both in the fight against terrorism and in the education system but also a great asset for the country's future economic growth and sustainable development. The study suggests that for students to realise their full educational potential and enhance their educational achievements, which will, in turn, help further national human resource and educational development goals, there is an urgent need for preemptive measures to be put in place by both the national and county governments to deal with the problem of school disruptions resulting from terrorist activities. Towards this end, it is suggested that innovative strategies such as e-learning should be adopted either as the preferred mode of study in the northeastern to stem the impact of terrorism or when face-to-face learning is disrupted by terrorist activities or any other reasons for that matter. Another way to enhance education in refugee camps is to station armed security agents within schools to assure students and their parents, and teachers to enhance confidence that schools are safe and secure for educational processes to continue without fear or threat of attack.

Four, it was also made clear during the research that the students in refugee camps want secure learning environments, confidence to continue with their studies without fear, unlimited access to school infrastructures mainly library, books, laboratories, classrooms, and playgrounds, and a general terrorism-free environment. Failing this, educational development will continue to lag in the refugee camps and may fall short of SDG 4, and students may lack the incentives and/or ability to invest their full energy in their studies. It is concluded therefore there is little or no chance to improve school attendance, student behaviour and performance unless the security in schools is beefed up and the safety of students and their teachers is prioritized and given great significant attention in all antiterrorism efforts in the country. The overarching themes of attendance, behaviour and performance are critical for the successful operation of the education system, and the ability of students such as those in schools in refugee camps to realise the benefits of education depends largely on minimizing the disruptions caused by terrorism. The fight against terrorism must therefore embrace a broader agenda of enhancing the safety of students and security in schools located in places that face a high risk of terror attacks.

Overall, students in refugee camps like students elsewhere want to attend school regularly, perform well in examinations and adopt good behaviours which in turn can lead to educational development both at the micro and macro levels. This, however, depends on how adequately policy-makers and stakeholders in the education sector and the fight against terrorism deal with the issues identified in this study, particularly those that relate to critical issues such as security, safety, and counselling for students traumatized by experiences of terrorism, and the need to motivate and increase the

morale of students to attend school regularly, adopt good behaviour and perform well in examinations. This will hopefully improve educational outcomes, and widen understanding of the effects of terrorism on students in Kenya, and indeed, in other parts of the world, and efforts to combat terrorism in learning institutions, hence creating a base for educational progress and sustainable development.

5.6 Recommendations

Terrorist attacks on educational institutions like attacks on other fields have triggered a nationwide outcry over inadequate security at educational institutions. Security agents are often blamed for failing to prevent the attacks. This study recommends a range of strategies to help combat terrorism in the country generally and in educational institutions specifically. One, measures should be undertaken to beef up security and surveillance around educational institutions and infrastructures. Information sharing between students, teachers, communities and security agents should be prioritised. This is because the information is often derived from communities and therefore establishing a linkage for sharing information with law enforcement agencies can be lifesaving. The development of trust between government institutions and the populace or citizens is of utmost importance. The right security precautions can also be useful. Such attacks can be avoided with prior intelligence alerts. "Efforts to combat terrorism ought to be based on strong intelligence skills. Before an attack is carried out, it is imperative to be aware of the terrorists' motives and plans in order to prevent it with either offensive or defensive tactics.

From the analysis of the findings, evidence has been provided that terrorism contains adverse effects on society, and impairs students' learning and exam performance. The findings of this study suggest some policy recommendations for consideration and possible implementation. These include the following:

- The state should develop wide-ranging policy strategies for defending students, teachers, schools, and universities from terrorist attacks.

- Both county governments should put in place measures to knock out the problem of terrorism in schools.

- Students, teachers and parents should join agents with other stakeholders in the education and security sectors in the fight against terrorism and also be vigilant to ensure their safety and security.

- Better monitoring of the longer-term effects of attacks on education and putting in place mechanisms for minimization of the effects and quicker restoration and rehabilitation of educational facilities as well resumption of studies after terror attacks.

- Measures to address the psychological and symbolic effects of attacks and mobilize community support for education which include rapid interim teacher training

- Building the capacity of the education ministry to ensure timely payment of teachers and resupply of schools, and measures to address these issues.

- Joint efforts with the security and economic ministries to ensure that education will remain stable and relevant to career prospects in the future

5.7 Avenues for future research

The current study was conducted to establish the effects of terrorism on education in the Daadab refugee camps. Replica studies should be conducted in other refugee camps to compare the findings for consistency purposes.

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APPENDICES

Appendix I: Letter of transmittal

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH INFORMATION

I am a student at the University of Nairobi pursuing a Master of Arts in gender and development studies, institute of anthropology, gender and African studies. I am currently undertaking a research project on, effect of terrorism on education in Daadab Refugee Camp, Garissa County, Kenya. I would be grateful if you would spare a few minutes of your time and to answer a few questions to help me gather the necessary information. The information provided shall be treated with utmost confidentiality and be solely used for this research problem. A copy of the same shall be availed to you upon request.

Any additional information you might consider necessary for this study shall be highly appreciated.

In case of any queries pertaining to this research; do not hesitate to call me on

Tel: 254710442994

Thank you in advance.

Yours Sincerely

Halima Abdi

Appendix II: Interview Guide For Students

Kindly tick and fill appropriately

SECTION A: GENERAL CHARACTERISTICS OF STUDENTS

1. Name (optional)……………………………………
2. Gender: Male……….

      Female…….

3. Age: 13-15 years……………….. …….16-18 years……………………………….
4. Refugee or Kenyan?...............................
5. Indicate the extent to which terrorist activities affected education of students
6. Indicate to what percentage do you think that terrorist activities affect school attendance of students
7. Have you ever witnessed any terrorist activity in your school?
8. What kind of terrorist activity did you witnessed.
9. Describe on how terrorism affected student attendance to school
10. Indicate on how a secure environment affected attendance
11. Does persistent of terrorist attacks result to closure of schools?
12. Describe on how terrorist activities affected behaviors of students in the camp
13. What were some of the behaviors expressed as a result of terrorism?
14. What were reactions as a result of terrorist activities in the area?
15. Indicate the impact of terrorism on student performance in your school

16. What are some the scenarios created as a result of terrorist activities which impact on student performance?

17. What conditions created due to terrorist attacks to affect academic performance?

18. How can you describe the impact of terrorism on education in refugees camps?

THANK YOU FOR YOUR TIME

Appendix III: Interview guide for Key Informants

1) How is your work related to education?
2) How has your organization assisted to a conducive environment for learning?
3) How would you describe the Government's efforts to allocate funds to curbing security in the area
4) What are the effects of terrorism on education performance in Daadab Refugee Camp Garissa County, Kenya?
5) Describe the extent to which terrorism affect education performance in Daadab Refugee Camp Garissa County Kenya
6) What can you recommend so that it can be adopted to minimize incidences of terrorism in improving performance?

THANK YOU FOR YOUR TIME