

**FACTORS INFLUENCING ACCESS TO PRIMARY EDUCATION IN IFO
REFUGEE CAMP IN DADAAB REFUGEE COMPLEX, KENYA**

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DECLARATION

I hereby declare that this is my original work and that the same has not been submitted to any other academic institution for academic credit.

Signature..... Date.....

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L50/72000/2014

This research project has been submitted for examination with my own approval as the University supervisor

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DEDICATION

This research is dedicated to the people of Dadaab refugee camps particularly to students in Ifo, Hagadera and Dagahiey camps.

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DEFINITION OF SIGNIFICANT TERMS

CRC	convention on the right of the child
DEO	District education officer
EFA	Education for all
EXCDM	Executive committee
GOK	Government of Kenya
GER	Gross enrollment ratio
IAEA	International association for the evaluation of education
MOE	Ministry of education
NGO	Non governmental organization
OVC	Orphan and vulnerable children
OPM	Office of the prime Minister
PTA	Parents teachers association
SIDA	Swedish international development aid
UPE	Universal primary education
UNHCR	United nation high commission for refugees
UNICEF	United nation children fund
UNESCO	United Nations scientific and cultural organization
UNDP	United nation development programme
USATD	United States aid for international development

ABSTRACT

The purpose of this study was to analyze key factors that influence access to primary education in northern Kenya. The study applied a descriptive survey design. The target population was 6 Education officials, 4 headteachers, 96 learners and 1 UN official. The sample comprised of 6 education officials, 4 headteachers and 90 learners. Findings of the study revealed Somali culture which was biased towards secular education prevented girls from participating in education. Findings also revealed that children did not have confidence in the education offered in the camps. Further it was revealed that children did not have confidence with the education offered in the camps. The study found out that of food and sanitary towels was a factor that is influencing access to education in the camp. The study concluded that socio - cultural factors, school based factors and family economic status influenced access to primary school education in the camp. The study lastly concluded that lack of food hindered children from accessing education. In the centers, absenteeism from class and eventually dropout was caused by poor economic well up of the parents. The study recommended that the county government should economically empower the people living in the camp so as they can let their children attend schools. The study also recommended that community in the refugee camp should be empowered on the children education so that parents do not involve their children in child labour which has been seem to have negative effect on pupils access to primary education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a fundamental human right as well as a catalyst for economic growth and human development (Al-Sharmani, Mulki, 2004). Education has been recognized as a basic human right since the 1948 adoption of the Universal Declaration on Human Rights. Since then, numerous human rights treaties have reaffirmed this right and have supported entitlement to free, compulsory primary education for all children (Banki, Susan, 2004). In 1990, the Education for All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. There is much work to do before the goal of Education for All is achieved. 75 million children are not in school according to UNESCO and by 2005-2006; as many as 90 million children were without access to education (World Bank, 2005).

Article 22 of the 1951 Convention Relating to the Status of Refugees provides that "Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education" and "treatment as favourable as possible" with respect to secondary and other education. The Executive Committee (ExCom) of the UN High Commissioner for Refugees (UNHCR) reaffirmed the right of refugee children to primary education, the role of education as an aspect of protection and the link between education and durable solutions. In practice, however, at least a third of refugee children are still out-of-school and exposed to major protection risks, such as child labor, trafficking, forced recruitment, and gender-based violence (World Bank, 2005). According to Chimombo (2005), one of the reasons why safeguarding the right of refugees to education remains difficult may be the choice of implementing separate refugee education services parallel to local educational systems in protracted refugee situations

In Sub-Saharan Africa, the international delivery of education services for refugees emerged during the 1980s, when governments were faced at the same time with structural adjustment, liberalization of their public services, and large new influxes of refugees

from post-colonial conflicts (Hazans and Trepeznikova, 2006). The establishment of refugee camps and host country pressure for repatriation then became the predominant responses to refugee's arrival Rather than integration. In many cases, however-repatriation did not happen as early as expected and the delivery of education to refugees became part of a broader refugee assistance mechanism, including health services food, and shelter in protracted refugee situations. Refugee education services have since varied with the operational context and the capacity of national systems, with at least three models of education delivery in African countries.

1.1.1 Dadaab Refugee Camp

Dadaab refugee camps are located in Daadab district(new district that was curved out form the greater Garissa District of Northern Easter Kenya.) the three camps at Daadab (Dagahiey, if and Hagadera) are located within a radius of approximately 13 km from the Daadab market (GoK, 2002), which is centrally placed. Due to semi-arid conditions that are unfavorable for agriculture and the lack of both infrastructure and major development initiatives, the local people are generally nomadic pastoralists. The refugee population comprises 35% of the district total (GoK, 2001). Despite being a semi-arid area, Garissa has 385,500 ha of shrub bushes, of which 113,140 ha have been destroyed to meet the firewood and construction needs of both refugees and locals (GoK, 2002). According to the 1999census, Garissa district had a population of 392,510 local inhabitants.

A study by Jamal (2002) in Kenyan refugee camps Dadaab and Kakuma reveals that refugees enjoy neither basic freedoms available to nations nor the rights enshrined in the 1951 convention. Their right to asylum in Kenya is premise: upon complying with certain restrictive certain restrictive conditions. Refugees have limited freedom of movement, difficulty getting permission to work no access to land for agricultural production, and no. access to the credit or saving sector. Essentially, the refugees are confined to the camp areas:. Further research by Horst (2001), on the situation of Somali refugees in Dadaab, states that the search for a livelihood is mainly complicated by the following two factors. First, the refugees are forced into the "informal sector" because their economic activities are considered illegal given the fact that they are not granted work permits.

Second, the location of the Dadaab refugee camp further complicates attempts to secure a livelihood because the camp is located in an economically marginalized area where refugees can hardly fall back on available natural resources.

The youth population who are out of school is ever increasing whilst the resources for further education and opportunities and employment are dwindling. According to the United Nations Refugee Agency (UNHCR), approximately, 47% of the refugee population is young people who tend to face a state of hopelessness. It is then not surprising that new forms of problems begin to arise. These include drug abuse and drug dealing, robbery, under age children exposed to pornography, as well as young people crossing the border illegally to and from Somalia to be used in criminal activities and in militia groups.

1.2 Statement of the Problem

Beyond the basic need for education to support one's self and family in later years, many social ills occur in the vacuum of free and accessible education. UNICEF (2008) underscored the link between child labor and a lack of education in their 2008 Education for All Global Monitoring Report. According to UNICEF (2008), over 100 million children who account for 70 percent of all child laborers, work in agriculture in rural areas where access to schools availability of trained teachers and educational supplies is severely limited. Poor and marginalized children are unable to benefit from greater access to school facilities because of cost, caste and culture. UNICEF (2008) report further indicates lack of free education encourages sexual exploitation of children. Some orphans turn to prostitution to earn the money for school fees and, in the process, contract HIV/AIDS.

The Dadaab refugee camps have existed for the last 19 years since the collapse of the Somali government in 1991, an overwhelming number of refugee children have reached school going age over these years thus creating a greater need for basic education. Although the UNHCR is mandated by the UN charter to provide basic education to all refugees globally, there is still a huge gap in terms of resources to provide adequate support to the Dadaab refugee education programme (UNESCO, 2000). This can be

explained by the ever growing refugee crisis around the world in which the UN is also mandated to support.

In the case of Dadaab refugee camp, the situation is compounded by the fact that more and more refugees are admitted in to the camps throughout the year. Currently the UN estimates that about 2000 Somali refugees enter the camp every month. The UN also estimates that the total number of children in the camps who have reached school age are 57,536. Out of this approximately 13300 (30%) of the total school going age are not currently in school (UNESCO, 2010). Given that this number might drastically increase owing to the daily influx of refugees in to the camps, the existing gap in terms of access might widen further, in adequate access to basic education by the refugees can expose children to a lot of vulnerabilities including trafficking, child labour, sexual exploitation, and gender based violence. Children may also be lured in to the ongoing conflict in their countries of origin and may be used as child soldiers. In the long term, we may have a generation of uneducated and unproductive youth who may not meaningfully contribute to the development of their country of origin.

Holmes (2003) argues that there is no doubt that a large number of states - no matter how good their intentions - lack the resources to immediately grant the full range of the 1951 Refugee Convention rights owing to sudden large influxes of refugees, it is a sad that refugees are denied many of the economic and social protections stipulated by the Convention. Nevertheless, Holmes (2003) continue by stating that: While some rights restrictions may be justifiable during the initial emergency phase of a mass influx, protection should, in the spirit of the Convention, improve overtime rather than stagnate or deteriorate.

To be able to devise a comprehensive strategy for increasing access to school education, policy makers need to understand the various determinants of access to education. Studies on access to education in Kenya have mainly focused on primary school education in arid areas (Bedietl, 2004). There are a few studies on access to school education in refugee camps in Kenya, the main one being Njeru and Orodho (2003). The

focus of this study is to provide a comprehensive analysis of the determinants of access to primary education in refugee camps in Kenya.

1.4 Purpose of the study

The purpose of this study was to analyze key factors that influence access to primary education in northern Kenya. It aimed at highlighting the major challenges faced in terms of access, contributing factors and key strategies that can be used to address the situation.

1.5 Objective of the study

The objectives of the study was to establish factors influencing access to primary education in Ifo and Dadaab refugee camps in Kenya

1.5.1 Specific objectives

- i. To establish the influence of socio - cultural factors on access to primary education in Ifo and Dadaab refugee camps in Kenya.
- ii. To determine the influence of school based factors on access to primary education in Ifo and Dadaab refugee camps in Kenya.
- iii. To establish the influence of family economic status on access to primary education in Ifo and Dadaab refugee camps in Kenya.

1.5.2 Research questions

- i. What is the influence of socio - cultural on access to primary education primary education in Ifo and Dadaab refugee camps in Kenya.
- ii. What is the influence of school based factors on access to primary education primary education in Ifo and Dadaab refugee camps in Kenya.
- iii. What is the influence of family economic status on access to primary education primary education in Ifo and Dadaab refugee camps in Kenya.

1.6 significance of the study

The study analyses the factors that influence access to primary education and identifies strategies that can improve the situation. Such an analysis is important in helping policy makers develop strategies to increase access to primary education, especially now that

Kenya is making progress in achieving Universal Primary Education (UPE). This study, among other things, will address the following questions:

What are the factors affecting access to primary education? What is the relative importance of the factors? And what policies can be used to improve access to primary education in refugee camps in Kenya? The consequences of not providing accessible and free primary education to the children in Dadaab refugee camps can be three fold. Those children are denied their rights to education and human development as specified in the international declarations such as education for all (EFA), convention on the Right of the child (CRO and realization of Millennium development goals. Secondly children lay be exposed a lot of vulnerabilities including trafficking, child labour, sexual exploitation, and gender based violence. Thirdly children may also be lured in to the ongoing conflict in their countries of origin and may be used as child soldiers. This study helped both the parents and the local communities to appreciate the problems, the information from this study was also important to managers in terms of planning and making budgetary allocations. The sponsors\donors need to know the extent to which the population of the developing countries has access to basic education in order to estimate their annual funding to these actions. The study was further expected to assist The Government of Kenya in Planning and making decisions on educational Masters and issues affecting children. A further research was conducted by academicians upon the foundation lay down by this Research.

1.7 Basic assumptions of the study

The study was based on the following assumptions. Firstly that respondent cooperated in giving the required information to be able to allow successful: collection of data. Secondly the research was completed as planned since the three camps in Dadaab are not far from another and thirdly, the information generated from this research laid the foundation poor which other academician carried out a research in the same field, Lastly the study was based on the assumption that large number of refugee children not accessible to education owing to the high percentage of children who were out o school and the daily influx of refugees in to the camps.

1.8 Limitations of the study

The study was expected to experience certain limitations which include but not limited to the following: accessibility of data as the respondents were not willing to provide adequate information because they not sure where the outcome of the research would end. This was addressed by explaining from the onset the purpose of the study and the intent of the questionnaire through informal discussions with the respondents. Time was another major limiting factor as the researcher s currently on a full time employment. However, the researcher maximally utilized the allowable leave and off duty days to conduct the research. In addition UN agencies and Ns in Dadaab, usually work on Saturdays which was also an added advantage since the researcher utilized these days. Transport to and between the camps was another possible constraints that was experienced especially during the rainy seasons. However, the research is planned to be conducted between the month of March and April during which no rains are expected in the area and hence the roads are passable. The camps were also not far away from each other and it is fairly easy to move between them.

1.9 Delimitations of the study

The study focused only one refugee camp that is Dadaab, however, generalization in other parts of the refugee camps in Kenya must be done ;with a. lot of caution, because factors affecting access to education may vary from one place to another.

1.10 Definition of significant terms used in the study

Access to education: Attendance of school by children, without considering their race, gender, religion or disability

Strategy: Is a plan of action designed to achieve a specific objective. In this case, it can be referred to suitable ways of enhancing access to educations.

Social cultural factors: This refers to ways of life of a particular community as handed down from one generation to the other

Economic status: Refers to an indicator that shows one is or is not economically disadvantaged.

1.11 Organization of the study

This study was organized in to three chapters. The first chapter states the background of the study (toe geographical location, administrative boundaries and; population of Garissa district), statement of the problem, the purpose of the study, the objectives of the study, the research questions, justification of the study, significance of the study, basic assumptions of the study, Limitations of the study, De-limitations of the study, definition; of significant terms used in the study, and organization of the study.

The second chapters of the study critically examined previous research and related literature on the issues of access to primary education. The chapters also: look provision of education to refugee children and consequences of not providing free and accessible education to refugee children. The chapter also presents the conceptual-framework which clearly shows the relationship between the dependent and the independent variables. The third and the final chapter of the proposal, highlights the research design. Target population and sample size and sampling procedures, research instruments, reliability; and, validity of instruments , data collection procedures and data analysis techniques.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews literature related to the study based on the following sub-thematic areas: access to education, social cultural factors, strategies of enhancing access and economic status.

2.2 Access to education

The conceptual underpinnings of the empirical analysis in studies that focus on access to and investment in education borrow heavily from the work of Becker (1964) where the choice of schooling was made relative to the expected benefits spread over a lifetime, and costs of education. If individuals from certain households were to be prevented from accessing education due to costs and/or any other militating factor, then they are denied the benefits that accrue from education. Furthermore, investment in secondary school education contributes to human capital accumulation, which is essential for development (Harbison and Myers, 1964). Concepts related to access to education have further been explored by Psacharopoulos (1995) who emphasizes private and social returns to education in trying to justify household and public choice to create more opportunities of access to education.

Many countries all over the world have embraced the notion of basic education to include secondary schooling. Different regions have used different models of expansion of secondary schooling. For instance, in the early 1960s in USA, there emerged the thinking that schooling could make office clerks, shop floor workers, and farmers more productive (World Bank, 2005; Goidin, 2001). This thinking constituted a shift in education policy from physical to human capital development. The shift necessitated more investment in secondary school education that was characterized by public funding and provision, non-selective with no early specialization or academic segregation, an academic yet practical curriculum, numerous small-fiscally independent school districts, and secular control of schools and school funds (World Bank, 2005). This model has been criticized for being a hindrance to advancing education. Critics have argued that public funding and provision;

of secondary school education is insufficient and hence the introduction of vouchers and public funding of private providers. Though deemed by many as being attractive' due to its egalitarian and non elitist qualities, this system has now been accused' by its critics of lacking in standards and accountability. The decentralized nature of the US secondary school system increased investment and access to education though it-led to funding inequalities (World Bank, 2005).By the end of the Second World War (1945), most; European countries had a free and compulsory primary school education system but secondary school, education was yet to be opened to all. Sweden and the UK had relatively high primary school participation rates, though below 50 per cent (World Bank, 2005). Secondary school education was elitist and exclusively prepared the youth for university and high-ranking careers in the civil service. After 1945, labour market required "a strong demand for social democratization that led to the realization that the exclusive secondary education system was leading to unsustainable loss of talents. This led to radical education reforms that saw excessive state intervention in education (Gill et al., 2000). The elitist nature of education was criticized for creating an internal system of selection, which inhibited access to education, and created inequality (Otero and McCoshan, 2005; World Bank, 2005). The British system of education was adopted in Kenya and has borne almost similar results.

In Asian countries, more public investments were made in primary and secondary education after the Second World War. For instance Singapore and South Korea adopted policies aimed at increasing quality and access to primary education. Such policies included focusing on vocational education in upper primary school until a target per capita income was achieved, before shifting to a more general curriculum (Muidle, 1998; World Bank, 2005). Yet such policies did not guarantee increased access to primary education as participation. rates in vocational primary education remained below 50 per cent. However, countries¹ such as Japan that took urgent measures to increase access to primary education through increased public investment are now enjoying economic benefits, although questions have been raised about the quality and relevance of primary education in- countries such as Japan and Korea. In Japan, it has been argued that schools are not producing pupils with adequate non-cognitive skills such as creativity and

entrepreneurship needed in the manufacturing and agricultural sectors (Chiavacci, 2005; Cave, 2001).

Changes in the physical environment also impact on access to education. In Australia, drought was found to reduce participation in primary school by one-third within a period of one year (Alston and Kent, 2006). Drought and its consequences, such as food insecurity, is a common phenomenon in countries such as Kenya. It interacts with demand and supply-side factors to influence children's opportunities of access to education. For Instance, the opportunity cost of sending a child to school is likely to increase during times of drought, especially for low-income households. Hazans and Trapeznikova (2006) used Living Standards Measurement Survey (LSMS) 2002-2003 in Albania to investigate the determinants of school enrollment. Absence of primary school in the community and the distance to the closest school had a strong negative effect on enrollment, even when family background was controlled.

Afonso and Aubyn (2005) have systematically compared output from the primary education systems of 25 countries with resources employed. They argue that education provision is efficient when its providers make the! best possible use of available inputs. Afonso and Aubyn (2005) assert that if an education system were not efficient, its outputs could be increased without spending' more or the expense could actually be reduced without affecting the outputs, provided that more efficiency is assured.

Studies by Gertler and Glewwe (1989), Chimorpbo ;(z605), and Bedi et al. (2004) focus on demand for schooling and factors influencing enrollment in developing countries. Gertler and Glewwe (1989) used a rigorous theoretical mode of demand for schooling to show how a household determines to pay for secondary school education in Peru, in the Peruvian study, it was found out that households were willing to pay fees that are high enough to cover the operating costs of opening new secondary schools. This was true even for the lowest quarter of the income distribution, implying that households willingly supported expansion of secondary schools, and, therefore, improved access to secondary education in rural Peru.

Chimombo (2005), in a study on basic education in developing countries, with a specific case of Malawi, reviews literature on access to education. First, the reviewed studies show that the necessity for children to engage in tasks that support household survival limits school participation, especially in rural and urban squatter groups. Second, even where schools are accessible and affordable, households have to realize a net benefit to themselves and their children from forgoing children's full-time participation in domestic and economic activities. This situation is further complicated by the inability of states to enact laws and or enforce laws on compulsory basic education, leaving households to serve as their children's gatekeepers through their control over children's access to the educational resources made available by the state (Chimombo, 2013).

In Kenya, Bedi et al. (2004) points out that attending school has both direct and indirect costs. Such cost lower the resources available for household consumption. Consequently, a household has to make a choice between benefits that accrue to education, including externalities and household consumption foregone. Bedi et al. (2004) conceptualizes such choice in terms of a utility function that has to be maximized. Using panel data constructed from the 1992, 1994, and 1997 Kenya Welfare Monitoring Survey (WMS I, II, and III) data/sets direct costs, opportunity costs, and expected benefit were found to influence the decision to enroll a child in primary school in Kenya. Njeru and Orodho (2003) argue that there has been a considerable decline in primary school gross enrollment ratio (GER), with wide and severe regional and gender disparities in access to primary education in Kenya.

There is a broad body of literature that conceptualizes access in the context of education. For instance, Otero and McCoshaj (2005) in their study on access to education and training in Europe, took into account the definitions provided by the International Standard Classification of Education, and summarized the various conceptualization of "access" in three ways. One, in the context of pre-primary education, access incorporates learning provided outside formal education institutions. For instance, children learn in the household and when interacting with the wider community.

Access here reflects the fact that education outside formal settings is especially important

at this stage. Two, on adult education, a broad definition of access is adopted which considers learning that take place in both formal and non-formal learning environments, in spite of whether it is job-related or non-job-related, in line, with the lifelong learning paradigm. Education and framing focusing on the many "out-of-school" children in developing countries such as Kenya is covered in this definition. Finally, is the conceptualization of access as "participation" in any of the cycles or levels of education systems. With regard to "participation" an individual has a chance to experience an education or training opportunity. This notion of access is different from: the others in two ways. It constitutes a formal definition of access, which underscores the need of having the "right" to participate¹ in an educational programme, holding other things the same. The other difference emanates from the emphasis placed on completion of an education cycle or level, thus equating access with graduation.

2.2.1 Advancing Primary Education: A Worldwide Goal

World Bank studies in the early 1980s showed relatively high rates of return to investments in primary education (Psacharopoulos & Woodhall 1985). More recent research shows that it is the knowledge and skills acquired during primary education rather than the number of years of schooling completed that make a difference in personal economic mobility and national economic growth. Developing countries, the World Bank, and the international community have invested heavily in primary education over the past few decades. Since 1963; when it began lending for education, through mid-2005, the World Bank alone has committed about \$14 billion for support to primary education in more than 100 low- and middle-income countries. Primary enrollments grew rapidly in the 1960s and 1970s, but stagnation and setbacks in the 1980s were brought on by economic downturns, especially in Sub-Saharan Africa.

An estimated 103 million 6-11-year-olds in developing countries—or about one-fifth of the total—were still not in school in 2001 (UNESCO 2004). United Nations global monitors now predict that, at current trends, nearly 47 million children will still be out of school in 2015 (UNDP 2005). About 80 percent of out-of-school children were in low-income countries in South Asia and Sub-Saharan Africa, and 15 percent were in the

Middle East and North Africa (World Bank 2002b). Within countries, access to primary education is unevenly distributed by gender, income, ethnicity, and disability and between rural and urban areas. Two-thirds of out-of-school children were girls, a share almost unchanged from a decade before (Watkins 2001). Moreover, children from the richest 20 percent of households in developing countries are three times more likely to be in school than those from the poorest 20 percent (UNDP 2005). Among children already enrolled in primary school, learning outcomes have often been low— in some cases disastrously low—reflecting widespread ineffectiveness in teaching and learning processes. National test data from Bangladesh, Brazil, Ghana, Pakistan, the Philippines, and Zambia all show a majority of those who leave, primary school to be achieving well below their countries' minimum performance standards, with results in many low income, rural areas being "only marginally better than for children who have not completed school" (Watkins 2001) Such results are echoed in the United Nations Educational, Scientific, and Cultural Organization's EFA Global Monitoring Report, aptly subtitled "The Quality Imperative" (UNESCO 2004).

2.2.21 From broadening access to the quality imperative

In general terms, access to education focuses on: the number and location of schools, the number of grades offered and the opportunities for students to progress from one level of education to another. However, it needs to be stressed that broadening access to schools is not just a matter of increasing the number of school places. School participation is an interaction of what is often referred to as supply, demand and the learning process. Supply refers to the availability and quality of school facilities, materials and teachers, while demand, is often determined by cultural, family and individual characteristics, stemming from parental decisions based on the opportunity cost of schooling. The learning process, describes what children experience once they are in school. On this basis, ample evidence shows that educational supply, demand and learning are not consistent across all subgroups of the school population. Certain groups of children are disadvantaged in virtually all societies in access to education in terms of enrolment, retention and educational attainment (World Bank 1989). Recognizing disparities in educational access within communities, planners in many countries have embarked on

strategies for expanding access and increasing school participation. Widening access " education has been a major policy goal in most developing countries for the past several decades.

This has reflected a broad recognition that education is essential to economic and social development. There is overwhelming evidence that education improves health and productivity and the poorest people are said, to .benefit most. When schools open their doors to the wider society, the benefits multiply and indeed, failing to invest adequately in educating larger sections of the society can reduce the potential benefits of education for the elite. This failure contributes to a high cost in lost opportunities to productivity, to increase income and improve the quality of life (Hill and King 1993). Apart from the socio-economic returns of education; the need to increase access, and place all the world's children in school was firmly entrenched as a major international concern at the end of the 1940s by the United Nations.

The human right to education was established by the Universal Declaration of Human Rights of 1948. Article 25 of the declaration propounds the right to education as follows: "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory...". There are more recent international instruments [which call for increased access to education for all the children and among the key ones are the International Convention on the Rights of the Child of 1989 and the Dakar Framework for Action adopted in 2000. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children is one important commitments made in this framework. A strong emphasis on girl's education is one of its overriding features. It is hoped that by 2015, all children, including girls as well as children, including girls as we;; as children in difficult circumstances and from ethnic minorities will have access to completely free and compulsory primary education of. good quality (UNESCO2000).

Quality is a term which has become increasingly popular in the discourse about education, especially in the less industrialized countries, although there is little consensus on what it means and on a universal valid way of measuring it (Lowe and Istance 1989;

Smith 1997). There are scholars who have described the quality of education in terms of the extent to which, and the manner in which, aims and functions of education are achieved or realized. Aims are the anticipated effects of learning and functions refer to what schools are expected to accomplish (Vedder 1994). The notion of quality is therefore relevant as it changes over time and differs geographically due to variation of aims, functions and the means to realize them. In this regard, the quality of education is linked to people and how they perceive education (Rissom 1992). Some institutions which fund education hold specific perceptions as to what constitutes quality education. The World Bank for instance tends to equate quality with efficiency in attaining desired school outputs. It utilizes school achievement (cognitive achievement of pupils or efficiency of output compared to inputs) to measure quality (Psacharopoulos 1981; Beynemann and Loxiey 1983).

In the World Bank's study on Education in Sub-Saharan Africa (World Bank 1988), it is noted that when an attempt is made to measure output as a direct indicator of quality, the most common approach is to concentrate on the scores of cognitive achievement, it is emphasized that such an approach makes sense to the extent that enhancing cognitive achievement is prominent among educational goals and contributes centrally to a student's ultimate productivity. Citing results of tests carried out by the International Association for the Evaluation of Educational Achievement (IEA), it was concluded that the quality of education in Sub-Saharan Africa is well below world standards. One explanation for this low quality was that expenditure per student, a highly aggregated proxy for educational inputs, was very low by world standards. Per student expenditure in African education was not only low but was declining.

The combination of essentially constant budgets, since 1980 and rapidly expanding enrolments had made the financing of education's recurrent costs ever more difficult (World Bank 1988). The World Bank's position on the strong relationship between students cognitive achievement and the provision of key inputs features highly in its sponsored study by Lockheed and Verspoor, improving Primary Education in Developing Countries, in which it is stressed that the achieving of the correct mix of inputs will bring

about the desired outputs" (Lockheed and Verspoor 1991). The Bank's focus on quality through cognitive achievement has faced serious criticism as the goals of schooling encompass more than just academic achievement and there are issues which deal with human betterment which tend to be ignored (Hawes and Stephens 1990; Smith 1993).

2.3 Social- cultural and Education

The term "intellectual tool" is generally attributed to Vygotsky (Wertsch, 1985). ' He noted that nature contributes humans with certain elementary mental functions such as memory, attention and the capacity to make associations based on contiguity. We use these basic functions to make sense of our environment. One of the most important tasks to an educational system is to authorize the young with the intellectual tools of the culture. Children are quite capable of incidental learning based on the natural mental functions. The acquisition of more advanced forms of the tool use, however it must be deliberate and must proceed in the full understanding of the power of the tool, of its generative potential and of the demands made on the user during the period of learning. Socio cultural approaches to the process of learning are increasingly being applied by educationalists. Socio cultural theorists argue that individuals cannot be considered in isolation from their social and historical context and therefore it is necessary to look at the society and the developments occurring at a given time.

Two principal agencies, the family and the school powerfully shape children's learning experiences. The influence of these two agencies is constrained by the wider social and cultural systems into which they are embedded. There is great diversity in cultural backgrounds, social conditions, family arrangements and school organization.. In the case of northern Kenya certain cultural practices such as early marriages, female genital cutting and boy preference pose major challenge to the access of education.

2.3.1 Social factors of education

There are some accusations about the lack of connection between environment and the real live experience. Formal education confronts children with many demands that are not a regular or frequent characteristic of their everyday experience outside the classroom.

The practice of education confronts children with meaningful and necessary discontinuities in their intellectual, social and linguistic experiences. But according to Bernstein children from 'the middle class' social background find it easier to accommodate to the school system than the 'working class' one. Because of the language and social norm of the school serve better their comprehension. Wood (1995) does not agree with Bernstein in this respect he says: ".It is a mistake to think of schooling simply a preserve of one social group, it is not, I suggest, profitably seen as a 'middle-class' institution, for example. It may well be populated by adults from such social backgrounds, but simply viewing school as a continuation of experiences that are typical of one social group is, I believe, a gross oversimplification. Such a view ignores and belies the many specific demands that are 'special' to schooling. Put it another way, schools have a culture of their own". At different time and in different part of the world teachers have had the role of being disseminators of literacy, guardians of culture, vicars of morality, architects of the 'good citizen' and agents of the -Gods. In more recent times, schools have been allocated the task of achieving social equality, overcoming material disadvantage and eradicating prejudice. Teachers and instructional designer need to be capable of diagnosing the needs of the individual learner and know how to meet these when discovered. The technological developments in recent years have equipped teacher and instructional designers with more variety of tools to meet this new era, but the underlying theories of instructions must be an addition to the use of the tools.

2.4: Strategies of increasing accessibility to primary education

Strategies are mainly decisive measures adopted by policy makers in education to enhance access, improve retention and improve completion rates. Globally there are certain important strategies that have been used by different providers of education to enhance access. Below are some key strategies that have been tried and tested in different contexts.

2.4.1 Elimination of primary enrollment fees

The elimination of primary school enrollment fees at the national level would provide free and universal primary education to all children. Secondly Partnering with large

donor agencies, international NGOs, community based and faith based organizations can greatly improve access to education. This is because these actors are likely to meet the hidden cost of schooling such as books and uniforms thus relieving parents of these burdens. They may also come up with comprehensive strategies of improving access to education.

2.4.2 Subsidize school-related expenses for individual children

In many cases, non-formal school-related expenses such as PTA fees levied by schools, textbooks and uniforms are greater and, therefore, more problematic than primary enrolment fees (S.Phiri, personal communication, April 12, 2001; Hepburn, 2001). Additional payments may also be required from the students as schools that are unable to fill funding gaps with government assistance often impose community levies to continue basic operations. Programs are initiated by local and international NGO's to either subsidize individual children's fees on behalf of the organization or facilitate the direct sponsorship of individual children or groups of children by linking them up with sponsors. The direct payment or provision of expenses to alleviate the burden on families is a well-documented and increasingly popular initiative for increasing access. Initiatives are currently underway in Zambia, Zimbabwe, South Africa and Malawi. This initiative makes primary education affordable for the most vulnerable children who are not in school for financial reasons. If resources are limited, this initiative can be targeted at those considered most vulnerable.

2.4.3 In-kind support to schools that admit vulnerable children

In this initiative, NGOs partner with state-sponsored schools and agree to build or renovate classrooms, provide supplies or equipment/food and/or other items in return for a commitment from school administrators to admit a specific number of vulnerable children without enrollment fees. The initiative (has been implemented on a limited basis in Zimbabwe and South Africa (Hepburn, 2001).

The provision of material support can be costly to the implementing agency and some practitioners argue that this is not a cost-effective option. Other practitioners note that

improving school infrastructure benefits all children in the long-term (Hepburn. 2001).

Despite the in-kind exchange, schools may still need to compensate for the absence of enrolment fees through community levies and requiring students' families to supplement additional school-related expenses.

2.4.4 Community schools

Community schooling is a popular approach in some AIDS-affected areas. Local communities or churches run schools and do not charge fees, require no uniforms, provide educational materials, and use local teachers, often on a voluntary basis (UNICEF Zambia & USAID Zambia, 2000). Successful models exist and have proven to be replicable in Mali, Malawi, Uganda and Zambia among others (Hepburn, 2001; USAID & The World Bank, 1999; USAID, UNICEF, SIDA, 1999; Donahue & Williamson, 1998). Research and anecdotal evidence suggest that community schools increase access for all children within a given community, especially OVC who are unable to attend government sponsored schools (DCOF, 1999; Donahue et al., 1998; USAID, UNICEF, & SIDA, 1999). It is tailored to communities' scheduling needs and can be flexible to accommodate non-traditional students with increased family responsibilities. This initiative could be relevant in rural areas where the school calendar could reflect communities' agricultural cycles or provide half-day lessons for certain students.

2.4.5 Build and support the capacity of community care coalitions

This initiative focuses on mobilizing and building the capacity of community groups to identify children not attending school and their reasons for not attending, and carry out activities to increase their educational participations. Implementing agencies, such as NGOs or the government, work with local leaders¹ to mobilize communities to engage in a variety of activities including: persuading guardians to send children to school, persuading schools to accept vulnerable children, offering community-based child care that enables students caring for younger siblings and other dependents to attend school, or assisting vulnerable households with basic tasks (gathering firewood, tending crops, etc.). For example, in Zimbabwe the government established the Community Based Orphan

Care Project that organized village committees using community volunteers. These volunteers make sure that the orphans are well fed, clothed and housed, and makes every effort that school aged orphans attend and remain in school. This approach has been successfully implemented in several other countries including Zambia, Malawi, Uganda and Kenya (DCOF, 1999; Donahue & Sussman, 1999; Donahue et al., 1998; Donahue & Williamson, 1999; Grant, 2000; UNICEF et al., 2000V

2.4.6 Supplement teachers with trained volunteer /para-professionals from the community

In this initiative, NGOs and community leaders partner with both state-sponsored and community schools to train community-identified individuals as para-professional teachers to teach lessons in certain key elements of the curricula (e.g. life skills, basic literacy and numeric skills). Additional volunteers could assist teachers by passing along traditions, sharing useful skills, introducing new ways of thinking and communicating, and serving as role models. This approach is designed to increase the relevance of the curriculum and decrease student/teacher ratios. Para-professional teachers and other volunteers can be mentored and supervised by experienced and trained teachers in their schools/community. This approach has been piloted in community schools in Zambia with secondary school graduates interested in pursuing a teaching career (L Mwewe, personal communication, April 12, 2001).

2.5 Economic status of families

The economic status of families plays major role in the provision of education to children. For instance in areas where communities are poor, they are not able to meet the cost of education leading to low enrollment, retention, completion and retention. In North eastern province and particularly in the refugee camps, most of the households' income is estimated to be less than a dollar a day. This has led to child labour thus low enrolment in schools.

2.6 Education of refugees

2.6.1 A Global Perspective

United Nations High Commission for Refugees is the international body mandated with the provision of education for refugees. It advocates for "education as a basic right" in the context of the 1951 Refugee Convention -and the 1989 Convention on the Rights of the Child. As stated in the 2002 Education Sector Policy and Guidelines Draft from the UNHCR Geneva, "UNHCR will ensure and advocate for basic education of female and male refugees and other persons of concern as a matter of priority and as part of the process of finding durable solutions and enhancement of their capacity for security and protection (UNHCR, 2002)."

United Nations High Commission for Refugees identifies four reasons why education is essential in refugee situations. First, education is a human right. Within this right, as outlined in numerous international conventions and most specifically in the Convention on the Rights of the Child, primary education should be both free at the point of delivery and universal. Secondary education should be available and accessible to all. And tertiary education should be accessible to all on the basis of capacity by every appropriate means. Second, education is a tool of protection. Through education, the exploitation or abuses of children can be identified, as can children who are in need of medical or psychological attention, in addition, education promotes understanding of society and the rights and responsibilities of individuals, building stronger communities that ultimately protect children. Third, education helps to meet psychosocial needs. Due to the disruption of children's lives through conflict and displacement, there is a great need for structured activities that provide a sense of routine and normality. Education fills such a role. Finally, education promotes self-reliance and social and economic development by building 'human capital.' This human capital is needed for the future reconstruction and development of displaced persons' areas of origin or settlement. of all refugee children in primary education. In many of the refugee-hosting countries.

The first priority of UNHCR in the provision of education is the enrolment and retention worldwide, education is universal only at a primary level and the education of refugees,

by necessity, takes place in this context. The focus of refugee education, thus, is to provide education of an equivalent quality to that received in local schools. Some programmes augment the provision of primary education, depending on the country and the individual situation of the camp or settlement, to include the possibility of secondary and tertiary schooling, early childhood and pre-school education, non-formal education such as literacy and numeracy for adults, recreation, health education, and peace education.

United Nations High Commission for Refugees' -sponsored education is not the only context in which refugees are educated, Refugees'-often see education as a means to a better future. They are therefore active in seeking out ways to ensure that their children have access to high-quality education, often outside of UNHCR settlements, even if it means creating that education themselves. In most countries, the legal provision of education when a refugee lives outside an UNHCR sponsored settlement is in question. Thus, much of the alternative education of refugees that is in fact taking place may be against the laws of the host countries,. The laws that keep refugee children out of national education systems are set up to protect host communities from a drain on scarce resources. Nevertheless, refugees are increasingly seeking the possibility of education for their children outside of refugee settlements and within stable national systems. In some countries, including Uganda, UNHCR and host governments are piloting programmes to integrate ,refugees into these national systems in an effort to promote development both of refugees and their hosts.

2.6.2 Access to primary education in developing and developed: countries

Different countries in the world have adopted different strategies for making education accessible to refugees. For instance, in the case of Uganda education takes place in the general context of education in the country (N CDC, 1999). Major educational reform began in Uganda in the late 1970s when an Education Review Committee under Idi Amin Dada proposed the introduction of Universal Primary Education (UPE) over a period of 15 years. Another commission on education was created by Milton Obote in 1980, but it was not until January 1997 that al programme of Universal Primary Education was

introduced; this time under the National Resistance Movement (NRM) government . This programme exempts four children per family from paying primary school fees. The number of children enrolled in primary school increased that year from 2.6 million to 5.5 million. By 1999, 6.5 million children were enrolled in primary school in Uganda, equivalent to a net enrolment; rate of 85% (United Nation federal credit union 2000)

The existence of UPE does not mean that primary school education in Uganda is completely free. Parents or guardians must often support the cost of school buildings, books, writing materials, school meals, and uniforms. The result has been the development of schools that while licensed by the government and receiving government aid for teachers' salaries do charge school fees, which are prohibitive for many families, especially in urban areas. At these schools, the school fees pay for construction of new school buildings, the hiring of teachers to decrease the pupil-teacher ratio, and the expansion of recreational and technology programmes. In addition, the quality of education at UPE primary schools that does not charge school fees and are therefore accessible to most families' is low. There are insufficient schools, classrooms, and trained teachers for the influx of pupils who have joined primary school since the introduction of UPE in 1997. Indeed, for every permanent classroom in Uganca, there are on average 228 pupils. As concluded in a study of the Action Aid-Uganda/Centre for Basic Research, "UPE has improved children's access to classroom buildings but not to quality primary education (Opolot,,2000l)

Within this Ugandan context, UNHCR strives, to meet three overall objectives in its education programmes:"increase access of refugees/nationals hosting community, girls and boys, to good quality formal education; " Increase capacity of refugee and hosting community to become self-supporting and responsible for its members with special needs, including women, adolescents and children, and to maintain peace.; "Promote self-reliance in education and continue to strengthen ;coordination with the District Education office (DEO), Office of the Prime Minister(OPM) and Ministry of Education and sport (MOES) so that they can play an effective role in the planning, implementation, monitoring and management of refugee education(Jobolingo, 2002)

These overall objectives guide UNHCR programmes in both the formal and informal education sector. Some of the diverse programmes offered to refugees by UNHCR in Uganda include support for secondary school with a cost-sharing strategy; nursery and preschool education; teacher training; adult literacy; peace education; reproductive health and HIV/AIDS education; and sports and recreation activities. The focus, however, is on free primary education and the enrolment and retention of all refugee children in school. As is appropriate in the context of, Ugandan education and that provided by UNHCR to refugee children in Uganda, this study is situated within this sphere of primary education. In the United Kingdom, there is lot of attention on the provision of education to refugees and asylum seekers. According to research by Dr. Megan Keolani (2006), policy discourse on the national level only marginally accommodates the actual education needs of refugees and asylum seekers. Megan further noted that specific education needs of young refugees and asylum seekers. Megan encompasses a wide range of issues including the provision of quality English, extra provision such as mentorship schemes and buddy schemes.

2.7 Theoretical framework

In her research paper titled Education of refugees in Uganda: Relationship between settings and access, Sarah Dryden Peterson exhaustively discussed the deplorable conditions under which refugees in developing countries live. The paper deeply discussed the educational opportunities for Congolese refugees who were in Uganda and she pointed out 3 different types of schools within the same refugee settings. One where there are few nationals and majority are refugees, second where majority of the children are nationals and there are few refugees. Both of these two categories are supported by the national government. The last one is community school largely supported by the United Nations High Commission for Refugees. The paper further analyzed factors affecting access to education such as cost of schooling, language, background of the refugee children and community support in education.

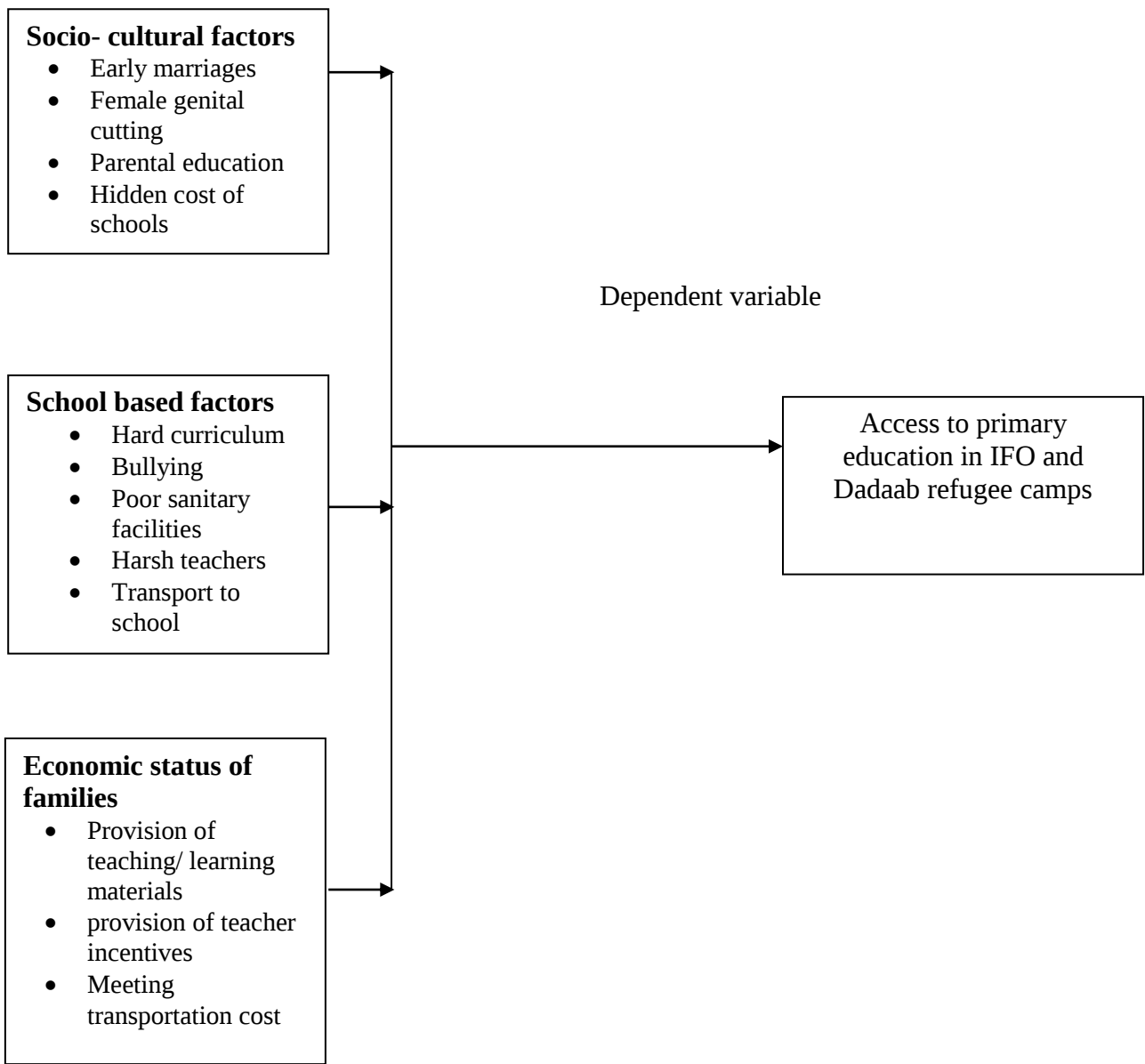
Dryden's paper overlooked the community culture which is a major factor that influences access to education in which this research will give due attention. Though her research is

also based on refugee context, the situation is different as the education systems in Dadaab refugee camps are exclusively managed and run by United Nations and other international organizations. Hidden cost of schooling which Dryden dwelled very much on in her research may not be a major factor affecting access to education in Dadaab refugee camps. This is because, the schools are absolutely free, uniform is provided to children and there is even post secondary school scholarship in Dadaab. This research tried to bring out key strategies that can be used to enhance access to education in the refugee camps. This was expected to bridge the gap left by Dryden paper's which gave analysis of the situation the international conventions on the status of refugees and need for accessible and affordable education as well as some of the factors that affect access to education.

2.8 Conceptual framework showing relationship between the variables

The study was guided by conceptual framework shown below

Independent variables



From the diagram, it is clear that social cultural factors such as hidden cost of school and parental education are likely to affect the access to primary education by both genders. Female genital cutting and early marriages which are widely practiced in northeastern are also likely to negatively affect the girls enrollment, retention and completion of primary school. The government of Kenya activities in the refugee education has also significant effect on accessibility to education. The refugee schools use the-Kenyan curriculum which is perceived to child friendly compared to the countries of origin of the refugee children,, it is also involved in teachers training thus equipping teacher with appropriate pedagogical skills. The United Nations and other international organizations have also key role in influencing primary school education in refugee camps. The organizations usually provide schools supplies, school feeding programmes and provision of incentives to teachers. They are also involved in the management of schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The section outlines the steps and actions to be taken to collect and analyze data in order to answer the research questions. The study focused on the, location of the study, research design, target population, sampling and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Location of the Study.

The location of this study was in Dadaab refugee camps which are located in the new district of Daadab (district that was carved out from greater Garissa district) in Northeastern province of Kenya. The area has harsh climatic conditions characterized by high temperatures and low rain fall, Temperatures of the area range between 30-38 degrees throughout the area while below average rainfalls are received twice in a year. Due to the semi arid condition of the region, it was unfavorable for crop agriculture Majority of the residents therefore practice nomadic pastoral it's, the back born of their economy and livelihoods. A low percentage of the population in the urban areas including the refugee camps depend on income from small micro enterprises involving sale of food and non food items. Lagdera district is characterized by short and scattered vegetation.

The United nation high commissioner for refugees established these camps in 1991 as a result of influx of Somali refugees following the collapse of the Somalia's central government. Dadaab host three refugee camps namely: Dagahley, lfo and Hagadera. The population of the camps includes refugees from Somalia, Ethiopia, Congo, Sudan; Eritrea, Rwanda, Tanzania and Uganda. According to UNHCR last refugee census in 2008; the camps host a total population of 262000 out of which are 44336 children in all the 19 primary schools in the three camps. The camps have also 3 secondary schools (one in each camp). The education system in the camps are managed by Islamic relief in Kenya and funded by UNHCR. The curriculum used in all the levels is the Kenyan

school curriculum.

3.3 Research Design

A research design is a plan and strategy of investigating a phenomenon and it seeks to obtain answers to various 'questions (Keriinger, 1973).The study applied a descriptive survey design :to investigate the factors influencing access to primary education, at Dadaab Refugee Camp. The study preferred to use the descriptive survey design because the descriptive survey research was intended to avail useful structural information on factors influencing primary education access. This helped policy makers to come up with appropriate measures of arresting the scenario. According to Orodho (2004), descriptive survey design was used both in the preliminary and explanatory studies. This allowed the researcher to gather more information. In addition, investigation obtained through descriptive survey helped researcher to explain a social phenomenon with confidence and authenticity and since the investigation is a face-to-face with a respondent. The method was appropriate as it promises to meet the goals of the study.

3.4 Target Population.

The study targeted a total of 19 primary schools in the three refugee camps of Dadaab. The study targeted a total of 44336 students in all the 19 primary schools in the camps. The second and third target population was 19 head teachers and 15 education Officials (DEO and AEO). These were in a position to provide the information that explained factors affecting access in primary schools among the Dadaab Refugees. The last target group was key informants that included 3 from UNHCR. 3 from UNICEF, 9 from Islamic relief education and social work departments. In summary therefore the sample was selected from a total population of 44,385.

3.5 Sample Size and Sampling Procedure.

A sample is a subject of a particular population; Mugenda (1999). Sampling on the other hand refers to selection of individuals for observations intended to yield some knowledge about population of concern. Sampling has the advantage of reducing the cost of the research, ensuring faster data collection as well as improved accuracy and quality of data.

For the purpose of this study, total of 4 schools was selected. This represents 20% of the 19 schools. According to (Mulusa 1998), 20% of the target population was an ideal sample size to work with since this ensured that the sample is representative of the population hence ensuring that both the internal and external validity is attained. The study also focused 4 head teachers, a total of 6 United Nations staff and 3 staff from Islamic relief and MOE officials. The study employed purposive sampling to select the head teachers, education officials and staff from the international organizations. 4 head teachers, 6 United Nations staff and 6 staff from Islamic Relief of Kenya was selected for this study. For the selection of the schools, 20% of the total number of schools in the camp, 1 in Dagahley camp and one in Hagadera camp). The Researcher selected 3 schools one from each camp at random. One school from one camp (IFO) was purposively selected as this school hosts the largest population of the learners, total of 96 learners were sampled from the 4 schools as illustrated in Table 3.1 below. Each school consists of grade 1-8, but for the purpose of this proposed study the only grade 8 students were considered to respond to the questionnaire. Pupils in this grade are 8 students were considered to respond to the questionnaire. Pupils in this grade were more mature and can provide appropriate response. The choice of respondents in the grade is guided by the respective schools' enrollment segregated by gender.

Table 3.1: Sample selection procedures

Name of school	No of males	No of females	Total	Sample size	
				M	F
Friends primary School	50	20	70	11	5
Horsed primary school	70	50	120	17	11
Halane Primary school	80	50	130	19	11
Dagahley primary school	50	50	100	11	11
Total	250	170	420	58	38

3.6 Research instrument

The study used questionnaire and interview schedule as the main instruments of data collection this because it is as the most realistic tool in faster collection of data, less time consuming and can be dropped and picked from the respondent after an agreed time. The data consisted of both qualitative and quantitative in nature.

3.6.1 Questionnaire

This study used a structured questionnaire for the head teachers. The questionnaire has been subdivided into 4 main sections with a view of capturing adequate information for the study. The sections relate to personal background of the respondents social factors influencing primary education access, government assistance and United Nations influence.

The first set of questionnaire was administered to the headteachers of the 4 selected primary schools in the refugee camps. Unstructured and probing questions was used in the administering this questionnaire as the respondents are the backbone of this study. Samples of Head teachers from the selected school were used as the key respondents for this questionnaire.

The second questionnaire was for the education officials working both with the MOE and the refugee education systems. The MOE officials are expected to provide useful information on the changes in terms of access brought by the refugees. The education officers working with the refugee schools are further expected to provide information regarding the disparities in different gender groups. It was administered to 8 officials (2 from each camp and two from MOE)

3.6.2 Interview schedule

An interview guide was used for the UN staff, staff from international organizations such as Islamic relief who manage education programmes in the refugee camps. This is expected to generate useful information on school-enrollment, government assistance

provided as well as social factors that have hindered refugees access to primary education. The interview guide further was used in the collection of qualitative data which may not be obtained through questionnaire.

3.7 Validity of the instrument

To ascertain the validity of the instrument, a pilot study was done on two other schools other than the sampled ones selected a week before the actual study in each of the camp. This helped the researcher to note the level of difficulty of the instrument and whether there are , any ambiguities. The pilot study also served the purpose of testing relevance of the instrument to the objective of the study. Suggestions/Corrections from my supervisor were incorporated before a final questionnaire 'is produced. However the researcher ensured that questions are constructed using simple' and plain English that was easy to understand and was given to experts ie supervisors to validate before being used to collect data

3.7.1 Instrument reliability

In order to improve the reliability of the instrument, the researcher used test-retest method where a pilot study was done using the same questionnaire that was used in the final study. The pilot study was done to ensure that the respondents have no difficulties in the understanding of the questions. Once ambiguities are detected, the researcher reframed or rephrased the questions and retested them to ensure that they are clear to understand. The test retest method was expected to improve the reliability of the instrument by ensuring that there are no ambiguous questions.

3.8 Data Collection Procedure

Data was gathered by use of two important instruments- questionnaire and interview schedule. The questionnaire was administered by the head teachers of the selected schools and education officials managing the institutions. On the other hand, the interview schedule was administered on NGO 'S, UN staff and social workers. The informal approach was an added advantage to the questionnaires as it creates a free . Atmosphere, hence encouraging complete response from the respondents. The first

questionnaire was for the head teachers and the second for the education officials. Questionnaires were administered through drop and pick method by the researcher who tried and get permission from his employer in order to undertake the research. The drop and pick method is expected to generate a high response rate. Prior consent sought from the NGOs and UN staff as well as primary school pupils who form part of the respondents. In a bid to build the confidence of the pupils, the researcher had informal sessions with the pupils to explain the purpose of the study and seek their verbal consent as well.

3.9 Data analysis techniques

The initial step was cross-examining the data after fieldwork. This helped to ascertain the accuracy, completeness and uniformity of the data collected. In analysis of the quantities data, the researcher used descriptive statistics such as frequency, mean, mode and percentages. This information further presented in appropriate charts and graphs. The analysis of the qualitative data was based on the responses from the interviewers.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of data that was gathered from the field. The chapter is divided into several sections. These include the response rate of the respondents, demographic data of the respondents and the analysis of data based on the research objectives. The items in the questionnaires were grouped into themes on the research objectives.

4.2 Response rate

This section of the chapter presents the response rate of the targeted population namely the 4 head teachers, and 96 learners. Out of the 96 questionnaires administered to the learners, 90(93.7.0%) were returned. all the headteachers United Nation, NGO staff and Islamic relief officials returned the questionnaire. The return rate was above 80% and hence was deemed adequate for data analysis.

4.3 Demographic data of the respondents

This section presented the demographic information of headteachers, learners and education officials.

4.3.1 Demographic data of the headteachers

The demographic information of the headteachers was based on the name of school, number of pupils in their school and the duration they had been in the school. Table 4.1 shows name of school of the headteachers.

Table 4.1 Distribution of headteachers according to school name

Name	F	%
Friends primary School	1	25.0
Horsed primary school	1	25.0
Halane Primary school	1	25.0
Dagahley primary school	1	25.0
Total	4	100.0

Data shows that 1(25.0%) of headteacher were from Friends, Horsed, Halane and Dagahley primary school

Asked to indicate the number of pupils in their school, they responded as Table 4.2

Table 4.2 Distribution of headteachers according to numbers of pupils

Number	F	%
Less than 100	1	25.0
100-500	2	50.0
Above 1000	1	25.0
Total	4	100.0

Data shows that majority 2(50.0%) of headteachers had between 100 and 500 learners, 1(25.0%) of headteachers had less than 100 learners while the same number of learners had above 100 learners in their school.

Table 4.3 tabulates the number of years the headteachers had been in the current school

Table 4.3 Distribution of headteachers according to the number of years in the current school

Years	F	%
Less than 1 year	1	25.0
1-5 years	2	50.0
Over 5 Years	1	25.0

Years	F	%
Less than 1 year	1	25.0
1-5 years	2	50.0
Over 5 Years	1	25.0
Total	4	100.0

Data shows that majority 2(50.0%) of headteachers had been in the school for between 1 and 5 years, 1(25.0%) of headteachers for less than 1 year while the same number of headteachers for over 5 years. This indicates that the headteachers had been in the school for considerable number of years and hence were in a position to establish the factors influencing access to primary education in Ifo and Dadaab refugee camps in Kenya

4.3.2 Demographic data of the Education officials

The demographic information of the education officials was based on their position and the duration they had been in the district/ area. Table 4.1 shows position of the education officials

Table 4.4 Distribution of education officials according to position

Position	F	%
District education officer	1	16.6
Area education officer	5	83.3
Total	6	100.0

Data shows that majority 5(83.3%) of the officials were area education officials while 1(16.6%) of officials was a District education officer. Asked to indicate the duration they had been in the position, they responded as Table 4.5

Table 4.5 Distribution of education officials according duration in the position

Years	F	%
Less than 1 year	3	50.0
1-5 years	2	33.3
Over 5 Years	1	16.7
Total	6	100.0

Majority 3(50.0%) of officials had been in their education position for less than 1 years, 2(33.3%) of officials for between 1 and 5 years while 1(16.7%) of officials had been in education position for over 5 years. This implies that the education officials had been in the education position for considerable number of years and hence were in a position to establish the factors influencing access to primary education in Ifo and Dadaab refugee camps in Kenya

4.3.3 Demographic data of the learners

The demographic information of the learners was based on their gender and age. Table 4.6 shows gender of learners

Table 4.6 Distribution of learners according to gender

Gender	F	%
Male	53	58.9
Female	37	41.1
Total	90	100.0

Data shows that majority 53(58.9%) of learners were male while 37(41.1%) of learners were female. This indicates that there more male learners in the centre than female learners.

Table 4.7 shows the age of learners

Table 4.7 Distribution of learners according to age

Age	F	%
Below 12 years	2	2.2
12- 14 years	57	63.3
15 -17 years	26	28.9
More than 17 years	5	5.6
Total	90	100.0

Data shows that majority 57(63.3%) of learners were aged between 12 and 14 years, 26(28.9%) of learners were aged between 15 and 17 years, 5(5.6%) of learners were aged more than 17 years while 2(2.2%) of learners were below 12 years of age.

4.4 Influence of socio - cultural on access to primary education

To establish the influence of socio - cultural on access to primary education, the study posed the item to headteachers, learners and education and UN officials to establish the same. Data is presented in the following section:

Table 4.8 Headteachers responses on whether the Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls

Responses	F	%
Strongly agree	2	50.0
Agree	1	25.0
Disagree	1	25.0
Total	4	100.0

Majority 2(50.0%) of headteachers strongly agreed that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls, 1(25.0%) of headteachers agreed while the same number of headteachers disagreed that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls.

When the learners were asked to respond to the same item, they responded as Table 4.9

Table 4.9 Learners responses on whether the Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls

Responses	F	%
Strongly agree	34	37.8
Agree	48	53.3
Disagree	8	8.9
Total	90	100.0

Majority 48(53.3%) of learners agreed that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls, 34(37.8%) of learners strongly agreed while the 8(8.9%) of learners disagreed that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls. Asked whether Islamic bias towards secular education was a challenge to primary school access, headteachers responded as table 4.10

Table 4.10 Headteachers responses on whether Islamic bias towards secular education was a challenge to primary school access

Responses	F	%
Agree	2	50.0
Undecided	1	25.0
Disagree	1	25.0
Total	4	100.0

Majority 2(50.0%) of headteachers agreed that Islamic bias towards secular education was a challenge to primary school access, 1(25.0%) of headteachers were undecided while the same number of headteachers disagreed whether Islamic bias towards secular education was a challenge to primary school access

When the learners were asked to respond to the same item, they responded as Table 4.11

Table 4.11 Learners responses on whether Islamic bias towards secular education was a challenge to primary school access

Responses	F	%
Agree	77	85.6
Disagree	13	14.4
Total	90	100.0

Table 4.11 indicates that majority 77(85.6%) of learners agreed that Islamic bias towards secular education was a challenge to primary school access, while 13(14.4 %) of learners disagreed that whether Islamic bias towards secular education was a challenge to primary school access.

The researcher further sought to establish whether nomadic lifestyles influences primary school enrollment. Headteachers responded as Table 4.12

Table 4.12 Headteachers responses on whether the lifestyles influences primary school enrollment

Responses	F	%
Agree	2	50.0
Undecided	1	25.0
Disagree	1	25.0
Total	4	100.0

Findings indicates that majority 2(50.0%) of headteachers agreed that lifestyles influences primary school enrollment, 1(25.0%) of headteachers were undecided with the statement while the same number of headteachers disagreed that lifestyles influences primary school enrollment

When the learners were asked to respond to the same item, they responded as Table 4.13

Table 4.13 Learners responses on whether the lifestyles influences primary school enrollment

	F	%
Agree	45	50.0
Disagree	45	50.0
Total	90	100.0

Table 4.13 shows that majority 45(50.0%) of learners agreed that lifestyles influences primary school enrollment while the same number of learners disagreed with the statement

Table 4.14 Education officials’ responses on the influence of socio-culture factors on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
.						
The Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls	3	50.0	1	16.7	2	33.3
Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.	4	66.7	1	16.7	1	16.7
Islamic bias towards secular education is a challenge to primary school access.	4	66.7	1	16.7	1	16.7
Nomadic lifestyles influences primary school enrollment,	5	83.3	0	0.0	1	16.7

Table 4.14 shows that majority 3(50.0%) of education officials agreed that the Somali culture prevents girls from participating in education contributes to low was frustrating, and this negatively affects primary school enrolment rates in the camp and that Islamic bias towards secular education is a challenge to primary school access. Data further shows that majority 5(83.3%) of officials agreed that the nomadic lifestyles influences primary school enrollment.

When the UN, NGOS staff and social workers were asked to indicate some of the social

factors that have hindered the refugees in this camp from primary education access, they indicated that children from camps were not emotionally balanced and psychologically set to learn hence dropping out before completion of the education cycle.

4.5 Influence of school based factors on access to primary education

To establish the influence of school based factors on access to primary education, the study posed the item to headteachers, learners and education and UN officials to establish the same. Data is presented in the following section:

Table 4.15 Education officials’ responses on the influence of school based factors on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
There has been an increase in primary school enrolment in Dadaab Refugee Camp	1	16.7	1	16.7	4	66.7
The enrolment of boys is high relative to that of girls	5	83.3	0	0.0	1	16.7

Data shows that majority 4(66.7%) of education officials disagreed that there has been an increase in primary school enrolment in Dadaab Refugee Camp. Majority 5(83.3%) of officials agreed that the enrolment of boys is high relative to that of girls. This indicates that school based factors reinforce low transition of learners in schools.

The UN, NGOS staff and social workers indicated that the enrolment of boys was high relative to that of girls which was associated with school factors where some teachers describe girls as stupid and lazy, teachers ignore outright harassment upon girl, for example boys grabbing girls’ breasts, teachers assign menial chores to girls while allowing boys to help with teaching tasks and male teachers sometimes have sexual relations with female pupils.

Table 4.16 Education officials’ responses on the government support to the school

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
The Government has increased the teachers to cope with the additional enrolments	2	33.3	1	16.7	3	50.0
The Government conducts educational awareness campaigns to sensitize primary education	1	16.7	1	16.7	4	66.7
The Government has provided trained teachers in the school	3	50.0	1	16.7	2	33.3
The Government carries out school feeding programme in the schools	1	16.7	1	16.7	4	66.7
The Government provides the schools with necessary supplies and equipments	4	66.7	1	16.7	1	16.7
The Government builds and renovates the school buildings	1	16.7	1	16.7	4	66.7
The Government support to the schools is sustainable	1	16.7	1	16.7	4	66.7
The Government provides pupils with uniforms and books	2	33.3	1	16.7	3	50.0
The Government has scrapped all enrolment related fees	3	50.0	1	16.7	2	33.3

Data shows that majority 3(50.0%) of officials disagreed that the Government has increased the teachers to cope with the additional enrolments and that the Government provides pupils with uniforms and books, the same number of officials agreed that Government has provided trained teachers in the school and that the Government has scrapped all enrolment related fees. Majority 4(66.7%) of education officials disagreed that the Government conducts educational awareness campaigns to sensitize primary education, carries out school feeding programme in the schools, builds and renovates the school buildings and support to the schools is sustainable. Findings further shows that 4(66.7%) of officials agreed that the Government provides the schools with necessary supplies and equipments. This shows that the direct payment or provision of expenses does not alleviate the burden on families on payment of enrolment related fees.

When the UN , NGOS staff and social workers were asked to indicate how their organization assisted the access of primary education to refugees living, they indicated that they sometimes provides the schools with necessary supplies and equipments and employ teachers in various institutions.

Asked to describe the government assistance to primary education access for the refugees, the UN , NGOS staff and social workers indicated that the government carries out school feeding programme in the schools, builds and renovates the school buildings and employ trained teachers. The researcher further sought to establish the support on UN on refugee access to education. Table 4.17 tabulates education officers’ responses

Table 4.17 Education officials’ responses on the support on UN on refugee access to education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
UN has done a lot in terms of refugee access to education	2	33.3	0	0.0	4	66.7
Majority of the teachers in the camp are employed by the UN	5	83.3	1	16.7	0	0.0
This school was built by the UN	3	50.0			3	50.0
The UN is responsible for the school feeding programme	5	83.3	1	16.7	0	0.0
The UN provides the necessary amenities e.g. health centers in the camp	4	66.7	0	0.0	2	33.3
The UN is responsible for the security of the camp	1	16.7	0	0.0	5	83.3

Majority 4(66.7%) of education officials disagreed that UN has done a lot in terms of refugee access to education, the same number of officials agreed that the provides the necessary amenities e.g. health centers in the camp. Data further shows that majority 5(83.3%) of officials agreed that majority of the teachers in the camp were employed by the UN and that the UN was responsible for the school feeding programme, the same number of officials disagreed that the UN was responsible for the security of the camp

This shows that UN partner with schools and agrees to build or renovate classrooms, provide supplies or equipment/.food and/or other items in return for a commitment from school administrators to admit a specific number of vulnerable children without enrollment fees.

Table 4.18 shows headteachers responses on the influence of school based factors on access to primary education.

Table 4.18 Headteachers’ responses on the influence of school based factors on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Majority of the children do not have confidence with the education offered in the camps.	4	66.7	1	16.7	1	16.7
Safety influences primary school access	2	50.0	1	25.0	1	25.0
Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.	2	50.0	1	25.0	1	25.0

Findings indicate that majority 4(66.7%) of headteachers agreed that majority of the children do not have confidence with the education offered in the camps. Majority 2(50.0%) of headteachers agreed that safety influences primary school access and that camp life was frustrating, and this negatively affects primary school enrolment rates in the camp

When learners were asked to indicate the same, they responded as Table 4.19

Table 4.19 Learners’ responses on the influence of school based factors on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Majority of the children do not have confidence with the education offered in the camps.	72	80.0	0	0.0	18	20.0
Safety influences primary school access	60	66.7	3	3.3	27	30.0
Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.	58	64.4	3	3.3	29	32.2

Table 4.19 shows that majority 72(80.0%) of learners agreed that majority the children do not have confidence with the education offered in the camps, majority 60(66.7%) of learners agreed that safety influences primary school access. Data further shows that majority 58(64.4%) of learners agreed that camp life was frustrating, and this negatively

affects primary school enrolment rates in the camp.

4.6 Influence of family economic status on access to primary education

To establish the influence of family economic status on access to primary education, the study posed the item to headteachers, learners and education and UN officials to establish the same. Data is presented in the following section:

Table 4.20 Headteachers responses on the influence of family economic status on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Child labor is affecting primary school enrollment in the camp	2	50.0	1	25.0	1	25.0
Lack of food is a factor that is influencing access to education in Dadaab	2	50.0	0	0.0	2	50.0
Lacks of sanitary towels prevent girls from accessing education	2	50.0	1	25.0	1	25.0
Poor economic status of parents influences primary school enrollment	3	75.0	1	25.0	0	0.0
HIV/AIDS is a major cause of poor primary education enrollment	2	50.0	1	25.0	1	25.0

Data shows that 2(50.0%) of headteachers agreed that child labor was affecting primary school enrollment in the camp, lack of food and sanitary towels was a factor that is influencing access to education in Dadaab and that HIV/AIDS is a major cause of poor primary education enrollment. The findings also indicated that majority 3(75.0%) of headteachers agreed that poor economic status of parents influences primary school enrollment. This indicates that children suffer from the effects of labour as a result of internal division of work within the households. Children were engaged in work outside the home together with their parents, whereas others carry out duties within the households in order to enable adults or other siblings attend work outside the home. This agrees with Sedlacek (2003) who indicated that child labour limits a child’s human capital development.

Table 4.21 Learners’ responses on the influence of family economic status on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Child labor is affecting primary school enrollment in the camp	38	42.2	18	20.0	34	37.8
Lack of food is a factor that is influencing access to education in Dadaab	45	50.0	3	3.3	42	46.7
Lacks of sanitary towels prevent girls from accessing education	72	80.0	3	3.3	15	16.7
Lack of motivation to attend school influences primary school enrollment	46	51.1	3	3.3	41	45.6
HIV/AIDS is a major cause of poor primary education enrollment	79	87.8	0	0.0	11	12.2

Data shows that 38(42.2%) of learners agreed that child labor was affecting primary school enrollment in the camp, majority 45(50.0%) of learners agreed that lack of food is a factor that is influencing access to education in Dadaab, majority 72(80.0%) of learners agreed that lack of sanitary towels prevent girls from accessing education. The study also found out that majority 46(51.1%) of learners agreed that lack of motivation to attend school influences primary school enrollment while majority 79(87.8%) of learners agreed that HIV/AIDS was a major cause of poor primary education enrollment.

This implies that many children would begin to work at very early stages and were not enrolled in school at all or are involved in such roles which hinder proper participation in schools.

Table 4.22 Education officials’ responses on the influence of family economic status on access to primary education

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Majority of the children cannot access education due to lack of food	4	66.7	0	0.0	2	33.3
Lack of food is a factor that is influencing access to education in Dadaab	5	83.3	1	16.7	0	0.0
Lacks of sanitary towels prevent girls from accessing education	3	50.0			3	50.0
Poor economic status of parents influences primary school enrollment	5	83.3	1	16.7	0	0.0
HIV/AIDS is a major cause of poor primary education enrollment.	4	66.7	0	0.0	2	33.3

Data shows that majority 4(66.7%) of officials agreed that majority of the children cannot access education due to lack of food and that HIV/AIDS was a major cause of poor primary education enrollment. majority 5(83.3%) of officials agreed that lack of food was a factor that is influencing access to education in Dadaab. data further shows that majority 3(50.0%) of officials agreed that lack of sanitary towels prevent girls from accessing education. This indicates that lack of food hindered children from accessing education. In the centers, absenteeism from class and eventually dropout was caused by poor economic well up of the parents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations.

5.2 Summary

The purpose of the study was to establish the factors influencing access to primary education in Ifo and Dadaab refugee camps in Kenya. Three research objectives guided the study. Research objective one sought to establish the influence of socio - cultural on access to primary education , research objective two sought to determine the influence of school based factors on access to primary education while research objective three sought to establish the influence of family economic status on access to primary education in Ifo and Dadaab refugee camps in Kenya.

The researcher adopted descriptive survey design in carrying out the study. The study targeted a total of 19 primary schools in the three refugee camps namely Dagahley, Ifo and Hagadera of Dadaab. For the purpose of this study, total of 4 schools was selected. This represents 20% of the 19 schools. Data was collected by use of questionnaire and was analyzed both quantitatively and qualitatively.

Findings of the study revealed that majority 2(50.0%) of headteachers and majority 48 (5.3%) of learners strongly agreed that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for girls. The study also found out that majority 2 (50.0%) of headteachers and majority 77 (85.6%) of learners agreed that Islamic bias towards secular education was a challenge to primary school access. The findings further indicated that lifestyles influences primary school enrollment as indicated by majority 2 (50.0%) of headteachers. On the influence of school based factors on access to primary education, the study found out that majority 4(66.7%) of education officials disagreed that there has been an increase in primary school enrolment in Dadaab Refugee Camp. Majority 5(83.3%) of officials agreed that the enrolment of

boys is high relative to that of girls. This indicates that school based factors reinforce low transition of learners in schools. The study further found out that majority 3(50.0%) of officials disagreed that the Government has increased the teachers to cope with the additional enrolments and that the Government provides pupils with uniforms and books. Majority 4(66.7%) of education officials disagreed that the Government conducts educational awareness campaigns to sensitize primary education, carries out school feeding programme in the schools, builds and renovates the school buildings and support to the schools is sustainable.

It was further found out that majority 4(66.7%) of education officials disagreed that UN has done a lot in terms of refugee access to education. Majority 5(83.3%) of officials agreed that majority of the teachers in the camp were employed by the UN and that the UN was responsible for the school feeding programme, the same number of officials disagreed that the UN was responsible for the security of the camp

Majority 4(66.7%) of headteachers agreed that majority of the children do not have confidence with the education offered in the camps. Majority 2(50.0%) of headteachers agreed that safety influences primary school access and that camp life was frustrating, and this negatively affects primary school enrolment rates in the camp. It was also found out that children did not have confidence with the education offered in the camps as indicated by majority 72(80.0%) of learners. On the influence of family economic status on access to primary education, the study found out that child labor was affecting primary school enrollment in the camp, lack of food and sanitary towels was a factor that is influencing access to education in Dadaab and that HIV/AIDS is a major cause of poor primary education as indicated by majority 2(50.0%) of headteachers

It was also found out that that lack of food was a factor that was influencing access to education in Dadaab. Majority 79(87.8%) of learners agreed that HIV/AIDS was a major cause of poor primary education enrollment.

5.3 Conclusions

Based on the findings of the study, the study concluded that Somali culture prevents girls from participating in education contributes to low primary school enrolment rates for

girls. Islamic bias towards secular education was a challenge to primary school access. It was further concluded that enrolment of boys was high relative to that of girls and that majority of the children do not have confidence with the education offered in the camps. The study also concluded that safety influences primary school access and that camp life was frustrating, and this negatively affects primary school enrolment rates in the camp. It was also found out that children did not have confidence with the education offered in the camps as indicated. Majority of the teachers in the camp were employed by the UN and that the UN was responsible for the school feeding programme. It was further concluded that children suffered from the effects of labour as a result of internal division of work within the households. Children were engaged in work outside the home together with their parents, whereas others carry out duties within the households in order to enable adults or other siblings attend work outside the home.

The study lastly concluded that lack of food hindered children from accessing education. In the centers, absenteeism from class and eventually dropout was caused by poor economic well up of the parents.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. The county government should economically empower the people living in the camp so as they can let their children attend schools.
- ii. The community in the refugee camp should be empowered on the need to children education so that parents do not involve their children in child labour which has been seem to have negative effect on pupils access to primary education.
- iii. The provincial administration should put up measures to curb child labour so that pupils access to primary education

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the following areas were suggested for further study:

- i. Taking into consideration that the study was carried out in primary schools, there is a need to carry out a study in secondary school to assess the factors that influence access to secondary education.
- ii. Since this study was conducted in one area, there was need to carry out a similar study in other areas to establish whether similar of different results will be realized.

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APPENDIX 1

HEADTEACHER QUESTIONNAIRE

Section A: Personal Information

1. Your Name (Optional).
2. Name of the School.
3. Kindly indicate the numbers of pupils

Less than	☐ 100
100-500	☐
100-100	☐
Above 1000	☐

4. How long have you worked as a head teacher in this school?

Less than 1	☐
Year 1 to 5	☐
Years Over 5 Years	☐

Section B Socio Factors influencing primary education access

5. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	The Somali culture that prevents girls from participating in education contributes to low primary school enrolment rates for girls.					
2	Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.					
	Islamic bias towards secular education is a challenge to primary school access.					
	Nomadic lifestyles influences primary school enrollment,					

Section C Influence of school based factors on access to primary education

6. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	Majority of the children do not have confidence with the education offered in the camps.					
2	Safety influences primary school access					
3	Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.					

Section D Influence of family economic status on access to primary education

7. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	Majority of the children cannot access education due to lack of food					
2	Lack of food is a factor that is influencing access to education in Dadaab					
3	Lacks of sanitary towels prevent girls from accessing education					
4	Poor economic status of parents influences primary school enrollment					
5	HIV/AIDS is a major cause of poor primary education enrollment.					
6	Child labor is affecting primary school enrollment in the camp.					

APPENDIX 1I

LEARNERS QUESTIONNAIRE

Section A: Personal Information

1. Indicate your gender

Male [] Female []

2. How old are you?

Below 12 years [] 12- 14 years []

15 -17 years [] More than 17 years []

Section B Socio Factors influencing primary education access

3. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	The Somali culture that prevents girls from participating in education contributes to low primary school enrolment rates for girls.					
2	Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.					
3	Child labor is affecting primary school enrollment in the camp.					
	Islamic bias towards secular education is a challenge to primary school access.					
	Nomadic lifestyles influences primary school enrollment,					

Section C Influence of school based factors on access to primary education

4. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	Majority of the children do not have confidence with the education offered in the camps.					
2	Safety influences primary school access					
3	Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.					

Section D Influence of family economic status on access to primary education

5. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	Majority of the children cannot access education due to lack of food					
2	Lack of food is a factor that is influencing access to education in Dadaab					
3	Lacks of sanitary towels prevent girls from accessing education					
4	Poor economic status of parents influences primary school enrollment					
5	HIV/AIDS is a major cause of poor primary education enrollment.					

APPENDIX III
EDUCATION OFFICIALS’ QUESTIONNAIRE

Selection A: personal information

1. Kindly indicate your position.
- District education officer
- Area education officer
2. How long have you been in this position in this district / area
- Less than 1 year ☐
- 1 to 5 years ☐
- Over 5 years ☐

Section B Socio Factors influencing primary education access

6. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	The Somali culture that prevents girls from participating in education contributes to low primary school enrolment rates for girls.					
2	Camp life is frustrating, and this negatively affects primary school enrolment rates in the camp.					
3	Child labor is affecting primary school enrollment in the camp.					
4	Islamic bias towards secular education is a challenge to primary school access.					
5	Nomadic lifestyles influences primary school enrollment,					

Section C Influence of school based factors on access to primary education

7. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	There has been an increase in primary school enrolment in Dadaab Refugee Camp					
2	The enrolment of boys is high relative to that of boys					

3	The Government has increased the teachers to cope with the additional enrolments.					
	Majority of the children cannot access education due to Sack of food					
	Majority of the children do not have confidence with the education offered in the camps.					
	Enrolment can be increased through inclusion of sports in the curriculum.					
	The Government conducts educational awareness campaigns to sensitize primary education.					
	The Government has provided trained teachers in the school					
	The Government carries out school feeding programme in the schools.					
	The Government provides the schools with necessary supplies and equipments					
	The Government builds and renovates the school buildings					
	The Government support to the schools is sustainable					
	The Government provides pupils with uniforms and books					
	The Government has scrapped all enrolment related fees					

8. Do

you think the Government has done enough to address the issue of primary education access in Dadaab Refugee Camp?

Yes []

No []

b) If yes, list some of the activities that the Government have done to increase primary education access.

.....
.....

9. To what extent do you agree with the following statements? Tick one.

SN	Statement	SA	A	U	D	SD
1	UN has done a lot in terms of refugee access to education.					
2	Majority of the teachers in the camp are employed by the UN					
3	This school was built by the UN					
4	The UN is responsible for the school feeding programme.					
5	The UN provides the necessary amenities e.g. health centers in the camp.					
6	The UN is responsible for the security of the camp					

Section D Influence of family economic status on access to primary education

10. To what extent do you agree with the following statements?.Tick one.

SN	Statement	SA	A	U	D	SD
1	Majority of the children cannot access education due to lack of food					
2	Lack of food is a factor that is influencing access to education in Dadaab					
3	Lacks of sanitary towels prevent girls from accessing education					
4	Poor economic status of parents influences primary school enrollment					
5	HIV/AIDS is a major cause of poor primary education enrollment.					

APPENDIX IV

INTERVIEW GUIDE FOR UN AND NGOS STAFF AND SOCIAL WORKERS

- 1. Who is your employee
- 2. How long have you been here.....
- 3. How has your organization assisted the access of primary education to refugees living
- 4.
.....
.....
.....
- 5. How would you describe the Government assistance to primary education access for the refugees
- 6.
.....
.....
- 7. Which are some of the social factors that have hindered the refugees in this camp from primary education access
- 8.
.....
.....
- 9. How would you describe the primary school enrolment rates among the refugees
 - a.
.....
.....
- 10. Any other comments?
.....
.....