

Borderless Higher Education for Refugees (BHER)
The Provision of Higher Education for Refugees in
the Dadaab Camps, Kenya

Contextual Data Analysis Draft Report
(Research: Dec 2011-April 2012)

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ABBREVIATIONS AND ACRONYMS

AVSI	-	Associazione Volontari per il Servizio Internazionale
BHER	-	Borderless Higher Education for Refugees
CARE	-	an implementing agency in the camp
CDF	-	Community Development Fund
DAFI	-	Albert Einstein German Academic Refugee Initiative
ECE	-	Early Childhood Education
FGM	-	Female Genital Mutilation
FRA	-	Field Research Assistants
LWF	-	Luthern World Federation
NGO	-	Non-governmental Organisation
NRC	-	Norwegian Refugee Council
PTA	-	Parents Teachers association
WTK	-	Windle Trust Kenya
WUSC	-	World University Scholarship of Canada
YEP	-	Youth Education Pack

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1. Community Support

1.1 Introduction

This section covers the research findings on community support on provision of education within Hagadera, Dadaab and Fafi areas. The data collection involved individual and FGDs facilitated by community researchers (field research assistants) identified among the refugees of Hagadera area and the local host community in Dadaab and Fafi. Secondary data was gathered through reviewing existing literature from libraries and internet sources. Further information was obtained through in-depth interviews involving a Principal of a local secondary school, male teachers, women and youth leaders, students and persons with special needs in Dadaab. Within Fafi Division, males and females were interviewed, leaders, teachers and persons working with NGOs.

In Hagadera area, within the refugee camp, there was a Focused Group Discussion with female community leaders and also two others with Youth Leaders. There were in-depth interviews with male incentive teachers and out-of-school female youth. In addition, interviews were conducted to a women group leader, Parents Teachers Association (PTA) chairman, local Imam, local youth chairman, block leader, senior female teacher, senior male teacher and the headmaster. The following sections examine some of the main findings, lessons learned and recommendations made.

1.2 Main Findings

1.2.1 Primary school education

The study found out that local community members in all the areas have a positive attitude towards education. The host community regards education as the most important achievement in the camps and considers it as take away solution if peace prevails in Somalia. The community also participates in school management by ensuring that pupils are disciplined through counseling them and working together with teachers in enhancing attainment of conducive learning environment. Parents also do provide their children with basic needs such as school uniforms and books to ensure good performance in school. Provision of labour is another contribution by the community whereby they take part in school construction works and in maintaining cleanliness in the school. Illeys primary school was cited as an example.

When asked how the community supports primary education, the following response was given:

In fact in my understanding of your question in education the community supports a lot and nowadays everybody understood the importance of education specially mothers specially parents, before the community had no much interest about education whereby only boys were used to be sent to school and girls remained in homes doing domestic work, but now there is a big change and now the community understood the importance of education specially primary and secondary education who normally offer

this education and it's well understood in the education. (One of out of school female youth, March, 2012 Iftin Primary School).

Parents Teachers Associations (PTA) are actively involved in mobilizing local community to enroll children that have reached school going age. Parents also indicated that they share their ideas with teachers and non-governmental organizations that are involved in promotion of education in the area. Parents reported that they assisted their children by ensuring that they did their homework. They also ensure that their children are provided with the necessary medical services.

1.2.2 Secondary Schools Support

The study found out that payment of school fees for their children is one of the main support provided by the community towards provision of education in the areas. There are also strong Board of Governors (BoG) that are involved in the management of their local secondary schools. Parents ensure that their children are provided with proper medical care. The community also reported that it is actively involved in fundraising (Harambee) to support schools construction activities in the area.

When asked how the community supports secondary education, the following response was given:

One is that providing trained teachers, another one constructing more laboratories for conducting practical subjects that is all. (One of out of school female youth, March, 2012).

1.2.3 Tertiary schools support

The study found out that there were few tertiary institutions in the area. Most respondents reported that there is very limited community support of tertiary institutions in the area due to financial constraints.

1.3 Main observations

The study found out that community members support the education sector at all levels in many ways including sending their children to school, getting involved in school management, payment of school fees, provision of stationery and parental guidance to their children. The respondents indicated that the community supported education by taking their children to school.

In addition, the community also supports anybody who promotes education including current and prospective education partners. In secondary education, most of the respondents reported that they took their children to a nearby secondary school upon completion of their primary education. However, some parents were unable to pay school fees, hence making them depend on well wishers for financial support. In higher learning, the community is not involved on account of their financial status. The community members depend on livestock which is not a reliable source of income owing to the changing climatic conditions. Over the past few years, the community has experienced severe droughts hence losing most of their livestock.

1.4 Discussion and Recommendations

The community participates in the construction of classes and buildings within their learning institutions to enable their children acquire education. It also underscores the importance of education and their willingness to support the development of the community through provision of education. Parents with children in schools do encourage other community members to take their children to school. The respondents indicated that there was a cordial relationship between teachers and parents. The teachers ensure that parents participate in education matters.

The study established that the parents played an indispensable role in the management of schools preparing the children and cooperating with the school administration in the running of their schools. The community pledged to give full support to any organization that supports education in the area. It was established that the community is facing financial constraints in providing tertiary education for their children. Therefore, it is rather imperative to note that there is a need to bring on board more donors and partners who can come in and fill specific gaps in the provision of education in the area.

UNHCR's annual DAFI scholarship programme more formally known as the Albert Einstein German Academic Refugee Initiative, has over the years supported many refugees to access tertiary education. Mohamed, for example, a 25-year-old Somali refugee is one of five refugees studying in Egypt who has received a scholarship over the last seven years through this programme. The scholarship, funded by the German

Government, gave Mohamed the opportunity to study at a private university in Egypt and obtain a degree in economics and management (UNHCR, 2008).

2. Current Challenges Facing Education

2.1 Introduction

This section covers the research findings on challenges facing provision of current education within Hagadera, Dadaab and Fafi areas. The data was collected by field research assistants (FRAs) involved for individual and FGDs. Some of the FRAs were refugees in Hagadera area and the others were from the local host community in Dadaab and Fafi. Secondary data was gathered through reviewing existing literature from libraries and internet sources. Further information was obtained through in-depth interviews involving a principal of a local secondary school, male teachers, women and youth leaders, students and persons with special needs in Dadaab. Within Fafi Division, males and females were interviewed. They included leaders, teachers and persons working with NGOs.

In Hagadera refugee camp, data was collected through Focused Group Discussions (FGD). Those involved included female community leaders and Youth Leaders. Further, there were in-depth interviews with male incentive teachers and out-of-school female youth. In addition, interviews were conducted among the women group leaders, Parents Teachers Association (PTA) chairman, local Imam, local youth chairman, block leader, senior female teacher, senior male teacher and the headmaster. The following sections examine some of the main findings, lessons learned and recommendations made.

2.2 Main Findings

2.2.1 Basic Education

Community members reported several challenges affecting the provision of primary education to their children. They included lack or inadequate facilities such as classrooms, laboratories, latrines, water, sporting facilities, uniforms and stationeries among others. So many children have been enrolled in schools but few teachers are available to teach them. Inadequate primary schools in the area and lack of enough teachers in the existing ones have significantly affected provision of education to the refugees and local community.

Cultural values' constriction: Female Genital Mutilation (FGMs), pregnancy, early or forced marriages has adversely affected girl child's in the area. Due to limited number of the classrooms in most of the schools, there is congestion in the classrooms hence the risk of transmission of airborne diseases among the school learners. Parents are unable to support the schools financially due to their limited source of income. They sorely rely on livestock and in the past few years within Dadaab and Fafi, there has been a prolonged drought resulting to loss of most of their livestock. This has further, incapacitated them greatly.

When asked about the challenges faced by community in respect to provision of primary education, the following response was given:

Parents have negative attitude for girls going to school because they believe that the girls may bring shame to the families and that is why in primary level girls

feel discriminated, they also feel shy because during menses they feel like everybody is looking at her. Girls also do household chores, they take the responsibility of taking care of children. Also boys are given high chances than girls. Mixing of boys and girls in classrooms makes the girls not to be happy. They fear that boys will look at them and feel like inferior. Also girls may feel shy of going to latrines and may opt to go homes this makes them come late from school. Sometimes sexually harassed girls may drop out of school. Practice of circumcision which is total physical mutilation will make them to have more challenges. (Female Leader in Dadaab town, April, 2012).

Long distances to school was mentioned by some respondents although it is not a major problem to others since the community's lifestyle is nomadic way of life and can move with their livestock. Water is another main challenge in some areas. However, it is not a major problem in some schools with boreholes. The other challenge is the enrolment of older learners who may not cope well with many young ones and as well as their teachers who may be much younger than they are.

When asked about the challenges faced by community in respect to provision of primary education, the following response was given:

I think the most challenge facing primary education is lack of uniforms and stationeries whereby in the setup where we live people are very vulnerable and cannot afford getting school uniforms and stationeries, for example, last year the uniforms of all schools in Hagadera were changed and some parents cannot afford to buy uniforms and stationeries for their children and this resulted some children to drop out of schools because of that others stayed at homes and missed lessons,

so that was the most problem, (One of female youth school dropout, Iftin Primary School March, 2012).

Most of the respondent argued that more classes should to be constructed, pupils should be provided with the necessary stationeries and uniforms and the parents need to be sensitized on the importance of education through awareness programs. The respondents also mentioned the need to sensitize and mobilize all parents to take their girls to school to give them equal education opportunities with boys.

2.2.2 Secondary

Community respondents indicated that secondary school education has many bottlenecks. They include lack of trained and qualified teachers especially in the science subjects, inadequate laboratories, libraries, long distances to schools and inadequate health facilities such as dispensaries.

When asked about the challenges faced by community in respect to provision of secondary education, the following response was given:

In fact in secondary education there are a lot of challenges when it comes to facilities they are not enough laboratories are not enough, libraries are not there and teachers are not enough and fully trained those are the major problems they have currently. (Senior Female Teacher, April, 2012 in Hagadera).

The community mentioned lack of school uniforms, sanitary pads, soap and other personal effects. Parents are also facing financial constraints hence they face challenges

in paying fees. In some schools, parents are required to pay fees amounting to Ksh. 15,000 shilling per term which is too high for most of them.

When asked about the challenges faced by community in respect to provision of secondary education, the following response was given:

The school is experiencing drop outs, it doesn't have a playground, it doesn't have well equipped laboratory. Teenage pregnancy is sky rocketing, it doesn't have a farm for agricultural related subjects. More over the school doesn't have a library for students to revise for their own. The pupils have the tendency of chewing Miraa (khat) during class time causing absenteeism hence its phenomenal. Teachers absenting from school on grounds of harsh environment. The issue of relationship e.g. opposite sex relationship which have a catastrophic effect on them. (One of senior teacher in Dadaab, March, 2012).

2.2.3 Post secondary education

The local community indicated financial constraints as the major challenge facing them. For instance, they reported that most of the parents were incapable of raising school fees for their children to acquire tertiary education. The community reported that courses offered at the few available tertiary institutions are hardly enough to meet their demand. They argued that there is a need to diversify the courses offered by the existing tertiary institutions. Some of the courses that are on high demand but not offered locally include but not limited to are: medical, engineering, Information Technology and political science courses. Moreover, lack of required travel documents for refugees to

access education outside their camp has affected their mobility to acquire education elsewhere. The high number of refugees in the camp coupled with the fact that there is corruption during intake was reported as other main challenges facing post-secondary education in the area.

When asked about the challenges faced by community in respect to provision of tertiary education, the following response was given:

In adequate chances, the chances are not coming every day, some of them don't have qualification for tertiary education, selection is done in dubious methods hence are exchanged in a corrupted manner. The demands of tertiary education is overwhelmingly large than the available chances. Only ten persons access tertiary education in a year so that tells the magnitude chances available i.e. WUSC program and CDS tertiary education combined. The causes offered are not relevant to the community. We need medical, engineering, educational causes like P1 and diploma and some courses are not relevant like community resources management which CDS offers has no basis to the community needs that is needed by them. (Senior teacher teacher, Dadaab, March, 2012 Iftin Primary School).

The other challenge indicated by the community is lack of school fees since some students have minimum entry points to join tertiary institutions to pursue various courses but they cannot due to financial constraints. They reported that they need to pay about half a million Kenya Shillings to pursue a degree course and about Ksh. 250,000 for a diploma. This is because higher education in Kenya is commercialized and the poor are not able to pay. The host community members reported that they cannot get tertiary

education on their own because they are marginalized and this has greatly affected their access to tertiary education. They also mentioned limited scholarship opportunities and little Constituency Development Fund (CDF) allocation within the host community in Dadaab and Fafi.

UNHCR (2011), documented the challenges facing refugees in Dadaab camp are not peculiar to them because the same challenges are encountered elsewhere in the world. For instance, in Afghanistan refugees family is very supportive, agreeing that a good education is vital for a good life. A 25-year-old Ameneh is engaged to be married, but there's something more pressing that she wants to complete – her law degree. She has received support from some of her male siblings who have sacrificed their own prospects, working as day labourers to help pay for Ameneh's university costs in the Iranian city of Qom, where she was born after her parents fled from the conflict in Afghanistan. It would have been difficult to pursue a higher education without the help she has been receiving from the Albert Einstein German Academic Refugee Initiative (DAFI). The German-funded project is run by UNHCR and aims to promote self-sufficiency among refugees and boost their chances of finding a durable solution. It has helped thousands over the past two decades.

Acquiring higher education is an uphill task for the majority of the refugees on account of their limited resources. Manvelean, a law student at the Free International University of Moldova indicated that it would have been difficult for her to pursue a higher education without the help she has been receiving from the Albert Einstein German Academic Refugee Initiative, more commonly known as DAFI. The German-

funded project is run by UNHCR and aims to promote self-sufficiency among refugees and boost their chances of finding a durable solution. It has helped thousands over the past two decades (Faramarzi, 2011).

In another interview, she expressed her excitement for the reason that DAFI positively changed her life and her fears disappeared after she got the opportunity to study what she loved (Stupak, 2012). Another beneficiary, Sargsyan, who received a DAFI scholarship in 2010, allowing her to start a four-year course in pharmaceutical technologies at the Free International University of Moldova, will in two years become a certified manufacturing chemist, which is a profession in high demand in Moldova (Stupak, 2012).

2.3 Main observations

Most respondents reported that there were many challenges facing the education sector such as lack of adequate learning materials, inadequate teachers, inadequate boarding facilities, insecurity and negative cultural practices and beliefs. The respondents indicated that economic hardship was the main challenge facing access to higher education since it required substantial amount of money to acquire it. Respondents reported that there were few scholarships and the Government had not allocated any to them previously. Some of the possible solutions to those challenges could be: The Government and other partners should consider offering more scholarships to the local community, provide them with appropriate travel documents to enable them access tertiary education in other areas such as Nairobi.

2.4 Discussion and Recommendations

It is evident that there are few educational facilities despite the high demand for education in the area. There are many children but few classes hence congestion in primary and secondary schools. Other resources such as boarding facilities (lighting, dormitories and pit latrines) for borders, stationeries, uniform and sanitary pads for girls were inadequate. Although the curriculum offered is relevant to the community needs, the learning institutions lack enough teachers to implement it hence poor performance in schools. There is a poor health service due to limited health facilities that leads to poor performance in learning institutions due to high levels of school dropout and absenteeism.

Most of the respondent argued that more classes should be constructed, pupils should be provided with necessary stationeries and uniforms and the parents need to be sensitized on the importance of education through awareness programs. The respondents also mentioned the need to sensitize and mobilize all parents to take their girls to school to give them equal education opportunities with boys. More boarding facilities that will ensure more children are enrolled and the transition from primary to secondary and tertiary levels will be significantly improved. Creation of awareness on the importance of education by all education partners will enhance enrollment in learning institutions at all levels.

As one of the recommendations, increased scholarships should be offered to the refugees in Dadaab camp. Albert Einstein German Academic Refugee Initiative (DAFI) through UNHCR has offered more than 6,000 scholarships to refugees **since it was**

started in 1992. It was to help refugees become self-reliant and to improve their chances of finding a durable solution. However, this is not enough because a lot need to be done in order to enable the refugees acquire portable skills that will make them become self-reliant and at the same time come up with sustainable sources of livelihood. This calls for concerted efforts by all educational partners in providing more scholarships and put other measures in place that will uplift education standards in the refugee camps.

3. Girl Child Education

3.1 Introduction

This section covers the research findings on provision of education for girl child within Hagadera, Dadaab and Fafi areas. The data collection involved individual and FGDs facilitated by community researchers (field research assistants) identified among the refugees of Hagadera area and the local host community in Dadaab and Fafi.

Secondary data was gathered through reviewing existing literature from libraries and internet sources. Further information was obtained through in-depth interviews involving a principal of a local secondary school, male teachers, women and youth leaders, students and persons with special needs in Dadaab. Within Fafi Division, males and females were interviewed, leaders, teachers and persons working with NGOs.

In Hagadera refugees camp, data was collected through Focused Group Discussions. Those involved include: female community leaders and with Youth Leaders. Further, there were in-depth interviews with male incentive teachers and out-of-school female youth. In addition, interviews were held with women group leader, Parents Teachers Association (PTA) chairman, local Imam, local youth chairman, block leader, senior female teacher, senior male teacher and the headmaster. The following sections examine some of the main findings, lessons learned and recommendations made.

3.2 Findings

3.2.1 Challenges facing girl child's access to education

The study found out that there were varied cultural values and practices prevalent among the refugees and host communities which give a boy child many advantages in access to education in relation to the girl child. Some of the cultural beliefs and practices noted include the following:

- i. Cultural values constriction: Female Genital Mutilation (FGMs), pregnancy, early or forced marriages.
- ii. Late enrollment of girls in school due to household chores.
- iii. Domestic violence in some families hence making girls to carry the burden of taking care of the family.
- iv. Inadequate sanitary pads for girls hence keeping them out of school for some days.
- v. Schools are located far away from their homes and therefore girls fear to be raped or tortured on their way to and from schools.
- vi. Household responsibilities such as cooking, washing clothes and taking care of their younger siblings among others have also been significantly mentioned as one of the main challenges affecting girls education.

Nyabera (2005) gave an example of a girl by the name Habibo at Dadaab refugee camp who gave her testimony on how she acquired education under difficult circumstances. She reported that her mother took her to school despite protests from some people who were opposed to girls attending school. She narrated that the last two years in school were especially tough for her because her mother had gone back to Somalia and she had to take care of her brothers and sister. For example, she had to fetch water and cook for them before making time to study.

Similarly, Merieau (2005) reported that in addition to the shortage of books and school materials, one would see another tragedy. Girls were absent for many reasons such as absence of bathroom installations for girls. Further, some could have been married, FGM, pregnant, or working to earn some money for the family.

FGM in particular, was cited to be a major reason for girls recurrent absenteeism in their schools for several weeks. Notably, FGM is a cultural practice enshrined in the local community beliefs, customs and practices. Consequently, girls usually perform poorly in school in relation to boys. However, some female leaders in the area were reported to be supportive of total eradication of FGM through creation of awareness and sensitization among the local community. The respondents indicated that despite community leaders advocating for girls empowerment, majority of people held that there was no need to empower girls. They would later be married and leave their families hence not benefiting from them directly as opposed to the boys who remained with their families. This had led to poor enrollment of girls in schools especially in primary and

secondary schools. Respondents also reported that latrines were few and there was need to separate those for the boys from those for the girls.

Most of respondents indicated that their community lacked gender equity whereby the community did not believe in educating girls. Parents educated boys only. However, this trend is changing following sensitization by local stakeholders currently. They held on the traditional view that the place for women was in the kitchen and therefore girls were to remain in their households working as their boys counterparts went to acquire education. Some community members insisted that girls should remain at home while boys went to school. This applies to primary, secondary and tertiary learning institutions. The community respondents also mentioned that out of ignorance and cultural beliefs, some girls preferred remaining at home to going to school when they were on their monthly periods. This resulted to poor academic performance.

When asked about the challenges faced by community in respect to girl child's access to education, the following response was given: "In primary we have a long way to go compared to other parts of the country because out of 1,200 students in Dadaab only 400 are girls". (Long Serving Teacher in Dadaab primary School, January, 2012).

Table 1: Number of Male and Female students in Dadaab/ Fafi schools in 2012

<i>Gender</i>	<i>Learners in various levels</i>			
	<i>Number of pupils in Primary</i>	<i>%</i>	<i>Number of students in Secondary</i>	<i>%</i>
Males	6,000	81	400	73
Females	1,376	19	150	27
Total	7,376	100	550	100

Number of Male and Female Pupils in Dadaab/ Fafi schools in 2012

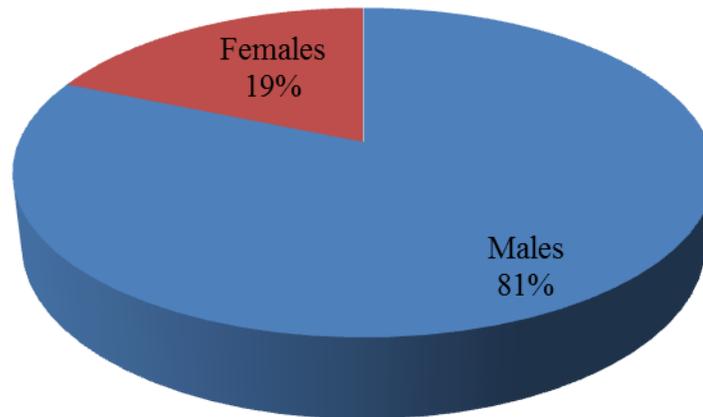


Figure 1: Number of Male and Female Pupils in Dadaab/ Fafi schools in 2012

*Number of Male and Female students in Dadaab/ Fafi
Secondary Schools in 2012*

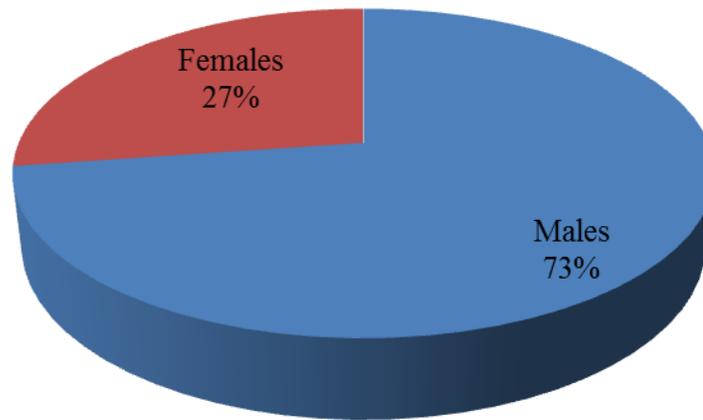


Figure 2: Number of Male and Female Pupils in Dadaab/ Fafi schools in 2012

Community members and other key stakeholders indicated that girls who were enrolled in class one were not completing education in class eight due to challenges highlighted above. In Dadaab secondary school, enrolment of girls has improved since it is a day school and the school fees was affordable. Most of the girls who manage to enroll in secondary schools fail to attain the minimum admission points to join tertiary institutions or secure scholarships to pursue competitive courses. Respondents also argued that although there are many NGO's in the area, they are doing very little to address the issue of gender disparity in education.

3.2.2 Interventions of improving girl child access to education

The study revealed that there were some formal and informal interventions being put in place by humanitarian agencies and education institutions within Dadaab as a

strategy of enhancing gender equity in access to education. Some of these interventions appear to have been employed in other parts of the world.

When asked about the interventions of improving girl child access to education, the following response was given:

To improve the enrolment of girls to school, the entry grade should be lowered. Female teachers should also be employed to become a good role model to other girls. The community should also support educating the girls because if you educate one girl, you are educating the whole society. We should also mobilize the community against harmful cultural practices like circumcision. The community should also value education for girls. (Community female leader, Dadaab town, April, 2012).

UNHCR (2004), with support from Nike and Care, initiated the "Together for Girls" programme to encourage girls to stay in school, promoting their participation through sports such as volleyball, netball and badminton. In their endeavor to boost sporting activities for girls, the programme provided them with sports uniforms that were culturally appropriate such veils, skirts and scarves that are adapted to the hot weather conditions in Dadaab. In addition, girls who attended school were provided with sanitary materials. Fifty seven latrines were built for their use in school.

The following is a highlight of the main interventions which could be put in place:

- i. Creation of awareness or sensitizing the communities about the importance of educating a girl child. The respondents indicated that parents should be made

aware that education is very important to both boys and girls. Therefore, boys and girls have equal right in education thus girls to be given same opportunity at home and school.

- ii. Affirmative action to be taken to ensure gender equity. This can be achieved by lowering the minimum cut-off points into the public universities for girls to secure admission in tertiary institutions.
- iii. Building more girls' schools. The respondents mentioned that building schools for only girls would improve their enrollment and attendance to school.
- iv. Recruiting more female teachers to be role models to enhance girl's active participation in class.
- v. Providing more bursaries and scholarship opportunities for girls to improve their access to secondary and tertiary education.
- vi. Providing school uniforms, sanitary pads and other personal effects hence motivating girls to be in school.
- vii. Local stakeholders such as religious leaders, Government agencies and civil society must advocate against FGM.
- viii. Reducing household workload for girls to give them ample time for learning.

3.3 Main observations

Most of the respondents reported that major challenges affecting girl child education in the camps and the host community are mainly to do with their cultural practices and beliefs. Some of these practices include FGMs, unwanted pregnancies, early or forced marriages among others. The community stakeholders indicated that they believed that both boys and girls should be given equal learning opportunities since educating one girl was equal to educating a nation. Consequently, educating girls was very important.

3.4 Discussion and Recommendations

Community respondents indicated that education for girls in the area had adversely been affected by negative cultural practices such as FGMs, unwanted pregnancies, early or forced marriages among others. In addressing girl child education in the area, laws preventing FGM were valuable for supporting education efforts and giving authority to those working to eradicate a harmful traditional practice. Criminalizing those who practice FGM can lead to eradication of the vice. In addition, sensitization of the local community will lead to changing people's perceptions of the practice particularly through emphasizing on people's right to health within a larger human rights framework.

Further, using human rights approach, it can be helpful because most of the refugees have already been exposed to human rights messages through the UNHCR Protection Unit's mass information campaigns on human rights issues affecting the refugees. People are aware of their basic rights and needs. It is therefore relatively easy to address FGM in the context of human, women's, and children's rights. More

significantly, a human rights perspective sets FGM in the context of women's social and economic powerlessness. Recognizing that civil, political, social, economic, and cultural rights are indivisible and interdependent is a crucial starting point for addressing the range of underlying factors behind the perpetuation of this practice.

The respondents reported that boys and girls have equal ability with their male counterparts in school and can compete favorably in their examinations. Women respondents indicated that, parents were supporting their girls in education because they had witnessed other girls working and supporting their families. The respondents reported that there were no formal jobs in Kenya unless one had attained at least a diploma or a degree in a given discipline. Therefore, scholarships could help girls to scale into the greatest heights of academic achievement.

The Sexual and Gender-Based Violence program at the Dadaab refugee camps began its work in 1993 with an emphasis on preventing rape within the camps. By 2000, the program expanded its focus to other forms of violence, particularly harmful cultural practices such as FGM. The program represents a collaborative effort between local and international NGOs and the host government, and is comprised representatives from various local and international organizations who have grassroots influence and understanding of the situation (Munala, 2003).

4. People With Special Needs

4.1 Introduction

This section covers the research findings on issues affecting people with special needs within Hagadera, Dadaab and Fafi areas. The data collection involved individual and FGDs. It was facilitated by community researchers (field research assistants) from Hagadera area and the local host community in Dadaab and Fafi. Secondary data was gathered through reviewing existing literature from libraries and internet sources. Further information was obtained through in-depth interviews involving a principal of a local secondary school, male teachers, women and youth leaders, students and persons with special needs in Dadaab. Within Fafi Division, males and females, leaders, teachers and persons working with NGOs from Fafi Division were interviewed also.

In Hagadera refugee camp, data was collected through Focused Group Discussions (FGD). Those involved included female community leaders and Youth Leaders. Further, there were in-depth interviews with male incentive teachers and out-of-school female youth. In addition, interviews were conducted among the women group leaders, Parents Teachers Association (PTA) chairman, local Imam, local youth chairman, block leader, senior female teacher, senior male teacher and the headmaster. The following sections examine some of the main findings, lessons learned and recommendations made.

4.2 Findings

4.1.1 Challenges faced by learners with special needs

The study observed that there were pupils in primary schools and students in secondary schools and post secondary institutions with special needs due to physical, mental and psychological challenges. Such challenges presented diverse constraints on the affected pupils and students success in their education. The following is an outline of the specific challenges affecting students with special needs in different learning institutions.

- i. Socio-cultural stereotypes – parents rarely send their children with special needs to school on account of unfavorable cultural beliefs on children with special needs.
- ii. Lack of trained teachers in special needs.
- iii. Lack of special equipment for learners with special needs such as braille and white cane among others.
- iv. Class construction – not friendly for children with special needs.
- v. Stigmatization of learners with special needs.

When asked about the challenges faced by learners with special needs, the following response was given:

They have a lot problems they don't have special care, they don't have enough trained teachers also enough facilities. I think if they are given the care they need

that one could have helped them a lot like any other children in the community they can even become the future leaders of the country. They need more attention from the community and other stakeholders. (Senior Female Teacher, April, 2012 in Hagadera).

4.1.2 Challenges on improving access to education for learners with special needs

The field research found out that there existed inadequate special equipment provided to learners with special needs. The respondent reported that the current predicament at that time facing the learners with special needs could be tackled effectively by addressing the aforementioned challenges. For instance, employing teachers trained to teach learners with special needs, providing special facilities for these learners, construction designs should be friendly to learners with special needs, creation of awareness and sensitizing people in an endeavor to make them appreciate learners with special needs.

4.2 Main observations

The study found out that major challenges affecting children with special needs in the camps and the host community included lack of trained teachers in Special Education, the way in which classes among other facilities such as toilets are constructed failed to cater for the needs of learners with special needs. Negative cultural beliefs had also led to a high number of children with special needs not getting enrolled in schools.

4.3 Discussion and Recommendations

Community respondents indicated that persons with special needs faced a lot of challenges in the society and they needed care, love and special attention. The respondents reported that these learners needed support just like others. Respondents reported that they did not proceed to secondary schools because they were not given special treatment so as to excel in primary school and then proceed to secondary school. There was an acute shortage of teachers and trained personnel to teach these learners. It is also evident that there is scarcity of facilities that are friendly to learners with special needs. Therefore, there was a need for more facilities and learning resources. It was proposed that these learners need support from all stakeholders.

To address these challenges, facilities are required for the people with special needs. The community needs to be sensitized so as to put into consideration the welfare of the learners with the special needs such as provision of classrooms and toilets that cater for their special needs and provision of adequate lighting such as solar panels. Corporal punishment in schools has been banned by law though this is currently practiced in the area hence making some learners with special needs to drop out of school. It is worth noting that learners with special needs have equal right with other children and therefore deserve better treatment in order to achieve their best in the realm of academics.

In Nigeria a study of St. Joseph's School for the Visually Impaired results also show that for the three years under study 72, blind boys as against 57 blind girls had access to school representing 55.8% and 44.2% respectively. The population of Oji River Centre showed that more boys were equally having access to education than girls.

In Ghana a study of Population of Blind Children in Special Schools shows that 501 boys and 316 girls representing 61% and 39% respectively had access to education in the last three years under study in the School for the Blind, Akropong. Data from Wa School for the Blind revealed that 338 boys representing 63% and 201 girls representing 37% had access to education in Special settings since 2003/2004 academic session. These figures showed that more boys had access to education than girls in the country. In the three years under study, 839 and 517 blind boys and girls were in schools respectively. The figures also revealed that girls were more disadvantaged than boys and that there was no gender equity in the provision of educational services to blind children in Ghana.

5. Provision of Security

5.1 Introduction

This section covers the research findings on provision of security within Hagadera, Dadaab and Fafi areas. The data was collected by field research assistants (FRAs) involved for individual and FGDs. Some of the FRAs were refugees in Hagadera area and the others were from the local host community in Dadaab and Fafi. Secondary data was gathered through reviewing existing literature from libraries and internet sources. Further information was obtained through in-depth interviews involving a principal of a local secondary school, male teachers, women and youth leaders, students and persons with special needs in Dadaab. Within Fafi Division, males and females were interviewed. They included leaders, teachers and persons working with NGOs.

In Hagadera refugee camp, data was collected through Focused Group Discussions (FGD). Those involved included female community leaders and Youth Leaders. Further, there were in-depth interviews with male incentive teachers and out-of-school female youth. In addition, interviews were conducted among the women group leaders, Parents Teachers Association (PTA) chairman, local Imam, local youth chairman, block leader, senior female teacher, senior male teacher and the headmaster. The following sections examine some of the main findings, lessons learned and recommendations made.

5.2 Findings

5.2.1 Security Concerns

The study found out that security was a major challenge facing the area due to bandits, thieves, insurgents from neighboring countries and other outlawed militia groups. Attacks by outlawed militia groups broke out in Dadaab refugee camp and other areas inhabited by the host community towards the end of year 2011. This led to scared teachers fail reporting to their various work stations. This adversely affected learning process in both primary and secondary schools.

Students in secondary schools could not attend their evening preps. It was reported that there were incidences of attacks and theft for students who travel far away from their schools. The mostly affected were the female learners. This prevented them from attending their evening classes. A part from external threats, female learners expressed fear of attacks even from their schoolmates of opposite sex. Sometimes curfew placed by the military hindered learning process to go on especially during the restricted hours.

When asked about the security concerns, the following response was given:

To add on that like the secondary schools students used to read in the schools at night time but when the security problem started the students cannot go out at night and do their preps to benefit from the electricity and read books, so they stayed home and cannot afford to buy lamps for themselves because of financial problems. (Senior Female Teacher, April, 2012 in Hagadera).

Inside Kenya's Dadaab refugee camp, 20-year-old Basharah speaks of violence in Somalia. She fled five months ago to create a better home for her child. Now, she worries Dadaab is not the change she was looking for. The camp is increasingly becoming an insecure place for refugees to live. Just 90 kilometers from the Somalia border, some militants and criminals have also made Dadaab home (Pena, 2012).

5.2.2 Sending child to school unaccompanied

It was reported that some of the parents could not risk sending their children (especially young and female learners) to school unaccompanied due to insecurity.

When asked about the security concerns, the following response was given:

To my view evening classes girls cannot attend because one, there is insecurity the second thing is that evening is that time when girls assist parents in the household like preparing supper so parents will prefer preparing supper than going for evening classes so girls would not have time for evening classes. Boys can benefit but not the girls. (Long Serving Teacher in Dadaab primary School, January, 2012).

5.2.3 Attending evening classes if it is in the camp or if it was in the town

Parents expressed fear of allowing their children to attend evening classes in school due to insecurity. They also feared that girls were vulnerable to sexual assault. However, the parents reported that they would allow their children to attend evening classes when they would be assured of security in future.

When asked about the security concerns, the following response was given: “Security is good with regular police and administration police maintaining the security system of the town”. (Seniour Teacher in Dadaab primary School, January, 2012).

5.3 Main observations

Most respondents indicated that security was one of the major challenges affecting provision of education in the camps and the host community. This had led to absenteeism by teachers in learning institutions especially when there was upsurge of attacks to locals by outlawed militia groups. This had resulted to low enrollment in schools especially for girls, school dropout, absenteeism and disruption of evening preps.

5.4 Discussion and Recommendations

It is evident that insecurity is menace to education in Dadaab camp and its environs. This is because many parents cannot risk allowing their children remain in school and attend evening preps. There is poor implementation of curriculum due to absenteeism by teachers and learners on account of security threats. It is also worth noting that girls and children are more affected due to their vulnerability to attacks and other forms of harassment. In order to improve the implementation of the curriculum and ensure improved overall performance in learning institutions, the Government should enhance security in the area by deploying more security personnel and encourage partnership with local community to keep up security by involving all stakeholders. This will significantly address the security concerns in the area hence provide a conducive environment for learning.

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