



OUT OF SCHOOL CHILDREN ASSESSMENT DADAAB REFUGEE CAMP

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LIST OF ABBREVIATIONS AND ACRONYMS

ALP	Accelerated Learning Programme
BoM	Board of Management
CWD	Children with Disability
DVD	Digital Versatile Disk
FGD	Focused Group Discussion
GRP	Gender Responsive Pedagogy
IRK	Islamic Relief Kenya
JESD	Joint Strategy for Education in Dadaab
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEEP	Kenya Equity in Education Programme
LWF	Lutheran World Federation
MoEST	Ministry of Education Science and Technology
NRC	Norwegian Refugee Council
OOSC	Out of School Children
RET	Refugee Education Trust
UN	United Nations
UNHCR	United National High Commission for Refugees
USA	United States of America
WERK	Women Educational Researchers of Kenya
WTK	Windle Trust Kenya

EXECUTIVE SUMMARY

The purpose of the Dadaab Refugee Camp OOSC assessment was to analyse and identify the profiles of out-of-school children, the underlying reasons for their exclusions, and how these can be addressed in order to help UNHCR and partners to understand the profiles of OOSC in Dadaab and better target response and resources. The assessment developed and analysed profiles of OOSC applying the conceptual and methodological framework for the UNICEF-UIS Global OOSC Initiative and key dimensions of educational exclusions. The objectives of the assessment were; to examine the complexity of the problem of OOSC, to identify the multiple and overlapping forms of exclusion and disparities that affect OOSC, to employ a broad concept of OOSC to handle issues of educational quality in terms of inputs, processes and outcomes, to provide policies, strategies and interventions that can address exclusion of out of school children and to provide recommendations and strategies for future actions by UNHCR and partners to achieve equitable access to quality education for all children in the (future) camp and or country of origin. In this assessment issues ranging from access (enrolment, absenteeism and drop-outs), quality of education, transition, school management and the impact of repatriation and relocation were examined.

Both quantitative and qualitative tools were employed for data collection. School questionnaires, administered to all primary and secondary schools in the camp were the main quantitative tools used. Qualitative tools included Key Informant Interviews and Focus Group Discussions.

Findings of OOSC Assessment

Profiles and Dimensions of OOSC: The assessment established that there were many OOSC children in the camp;

- *OOSC Dimension 1:* Majority of the children (67.9%) were not enrolled. More girls (71%) than boys (65%) of pre-school age in Dadaab Camp were out of pre-school.
- *OOSC Dimension 2:* 66,006 children (64.4%) were out of school. Just like at the pre-school level, Dagahaley (84%) and Hagadera (74%) had the highest number of out-school children at that level while Kambioos Camp (41%) had the lowest. Overall, there were more out of school girls (69%) than boys (60%)
- *OOSC Dimension 3/5:* 98% of the secondary school age children in Dadaab camp had no access to secondary education.
- *OOSC dimension 4:* 88 % of the boys and 78 %of the girls enrolled in primary school were at risk of dropping out since they were older than the expected age for the class they were attending, an indicator of a higher risk of the learners dropping out before the end of the cycle

Access to Education: Access to pre-primary, primary and secondary education for children in the camp was low. The GER was 50%, 61% and 13 % for pre-primary, primary and secondary respectively in 2015. This improved to 50%, 71% and 23 % for pre-primary, primary and secondary level respectively in 2016. The 2015 NER were even much lower- pre-primary (32%), primary (36%), and secondary (2%)

Quality of Education in the Camp: There were mixed results. Generally, the secondary school level posted better quality than primary. The indicators of the **good quality** of education offered in the schools in the Camp were that generally most schools were child-friendly; schools recorded a 14% point increase in the number of candidates who scored 250-299 marks, between 2014 and 2015 and a 20 percentage point decrease in the number of candidates who scored below average (pass mark of 250 out of 500 marks); School compliance with the set safety and security norms was high (All schools were fenced and had a gate, a visitors book was available and in use in every school; every school had a guard with BoM members taking charge in most schools; most school had a functional fire extinguisher; a high number of schools had school rules known to pupils and parents; majority of the schools had the MoE school safety manual, and had set up a school safety committee; and most head teachers reported that their schools receive psycho-social support services. All the schools had established BoM which was functional. Most schools had permanent classrooms and administration blocks. Proxies to the **low quality** of education were, 1) a deficit of teachers, especially at ECD level with most of the teaching force in primary schools in the camp was not professionally qualified and half of the teachers deployed in the primary schools did not meet the minimum academic requirements¹ 2) there were glaring gender disparities in the composition of the teaching force with only one in every ten teachers at the primary school level being female, 3) there were inadequate textbooks in the schools with four pupils shared a single Mathematics, Science and English textbook. For Kiswahili, Social studies and religious studies a textbook was shared by five pupils, 4) inadequate desk- six pupils shared a desk, on average, much higher than the ideal in which 3 learners would share a desk, 5) high pupil-toilet ratios, especially at the primary school level and 6) high average class sizes due to inadequate classrooms, and 6) Schools in the camp were not registered due non-compliance with the MoE threshold although the processes were on-going.

School Management: the average number of years a head teacher had served was only three years, an indication of the generally low experience head teachers held. The average number of years served by a head teacher in primary and secondary was 2 and 3 years respectively an indication of a high turnover in the leadership of the schools.

Transition: Transition from ECD to Primary School was good most all the children who enrol in ECD transit to primary but primary-secondary transition was very low due to early marriages, low grades in KCPE, effect of resettlement/repatriation and child labour.

¹ The minimum standard requirement to teach in a primary school in Kenya is a P1 Certificate, obtained after two years post primary teacher training college. The certificate is awarded by the Kenya National Examination Council (KNEC)

1.0 INTRODUCTION

This is a report of the Out of School Children (OOSC) assessment that was conducted by Women Educational Researchers of Kenya (WERK) in the month of November and December 2016 in Dadaab Refugee Camp. With the support of UNHCR, WERK engaged several informants through interviews and focused group discussions (FGDs) to assess the situation of out-of-school children. This report therefore provides the findings on the dimensions/categories of OOSC and status of access to education (enrolment, absenteeism and drop-out rate) and quality of education (inputs, processes and outcomes).

1.1 Context and Focus of the Assessment

Dadaab Refugee Camp is located in Garissa County (in the former the North-Eastern Province of Kenya near the Somali border. According to the UNHCR Camp statistics (June 2016) Dadaab hosts approximately 341,574 refugees, one of the largest refugee populations in the world. Dadaab has five refugee camps, namely, Hagadera, Dagahaley, Ifo 1, Ifo 2 and Kambioos refugee camps. The JESD (2016-2020) estimates the eligible population for pre-school, primary school and secondary school levels (3-17 year olds) at 169,612² (81,375 girls, 88,237 boys). Dadaab Refugee Camp has 35 pre-school centres, 35 primary schools, 7 secondary schools, 6 primary accelerated learning centres, 3 secondary accelerated learning centres and 4 vocational learning centres.

In line with the provisions and priorities articulated within the Dadaab Education Strategy (2016-2020) and which builds on the lessons learned from 2012-2015, JESD, one of the initiatives, more specifically to address the needs of OOSC, is the Educate A Child (EAC) project initiated in 2012. The EAC project has a positive impact in expanding education access and quality particularly at primary education cycle. This is in tandem with international law: quality basic education is a human right, in the Constitution of Kenya (the host country for Dadaab Camp) the right is clearly stipulated and the Basic Education Act 2013 actualizes the provisions of the Constitution of Kenya, 2010, which in Article 53 (b) states that ‘...every child has the right to free and compulsory basic education...’ This is provided for explicitly in the national education policy frameworks such as the National Education Sector Plan (NESP, 2013-2018); is in line with provisions of Sustainable Development Goals (SDG 4)³ which aim to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all children in the world”; and it adheres to INEE minimum standards and aligns to the UNHCR National Education Framework, 2016-2020.

1.2 Purpose of the OOSC Assessment

The purpose of this assessment was to conduct a study on OOSC to help in identifying who these out-of-school children are, what the underlying reasons for their exclusions are, and how these can be addressed in order to help UNHCR and partners to understand the profiles of OOSC in Dadaab and better target response and resources. The assessment developed and analysed profiles of OOSC

² UNHCR 2016: Camp population statistics June 2016: Dadaab

³ United Nations Sustainable Development Report, 2016-2020

applying the conceptual and methodological framework for the UNICEF-UIS Global OOSC Initiative and key dimensions of educational exclusions.

1.3 Objectives of the Assessment

The following were the objectives of the assessment;

- i. To critically examine the complexity of the problem of OOSC: who they are, where they live, how many they are, and why they are out of school.
- ii. To identify the multiple and overlapping forms of exclusion and disparities that affects Out of School Children.
- iii. To employ a broad concept of OOSC which also pays critical attention to the issues of educational quality in terms of inputs, processes and outcomes
- iv. To provide examples of policies, strategies and interventions that have been successfully used to address such exclusions elsewhere and which UNHCR can use.
- v. To offer a set of recommendations and strategies for future actions by UNHCR and partners to achieve equitable access to quality education for all children in the (future) camp and or country of origin.

1.4 Methodology and Approach

Overall, a participatory and consultative approach was used in this assignment. The consultant worked closely with UNHCR partners and MoE. This ensured easy entry and provided the consultant with key resource persons as key informants and validators. The consultants experience with similar work in Kakuma was used to plan and carry out the task. The assessment was done as a joint exercise with all the partners designating personnel who guided the data collection phase in their respective camps/schools.

1.4.1 Study Approach

The study was conducted using interrelated steps, which were non-linear, as outlined below:

a) Desk Study: was the first phase in the OOSC assessment to help conceptualize the study. This included review of key project documents such as the UNHCR strategy and related policies, project reports by partners in the Camp, JESD and related strategy documents, the UNICEF-UIS OOSC framework, Post 2015/GPE documents. The desk review shaped the framework for assessment and ensured international good practices were used to benchmark the Dadaab OOSC study. The desk review also partly informed tools and methodology revision.

b) Field work and Data Collection Phase: This was the second phase of the assessment that involved:

- Holding an entry meeting with UNHCR focal person (s) in Dadaab Refugee camp to work out logistics and plan for the data collection (Key informant, FGD and community meetings schedule)

- Holding half-day workshop with UNHCR partners to review field schedule, identify focal persons to mobilize schools to participate in the assessment. The workshop provided the consultant with the opportunity to hold a group interview with the partners.
- Recruiting and inducting enumerators/translators
- Refinement of the tools
- Analysis of EMIS and other available secondary data
- Conducting Key informant interviews with UNHCR officials, partners and MoE
- Holding FGDs with Children, teachers and BoMs

c) Data Analysis and Report writing: was the third phase of the assignment. Both qualitative and quantitative data was cleaned in preparation for entry. A coding frame was developed following themes of the study, while an entry platform (excel-based) was developed for quantitative data, based on the instruments. Qualitative data was then transcribed and made available in word format. Analysis of qualitative data followed the thematic analysis procedures. On the other hand, descriptive statistics was applied to analyse quantitative data from the school questionnaires. The researchers offered an initial preliminary analysis based on a “read through” of the field notes. The intent was to identify issues that need further clarification, inconsistencies and sought clarifications as needed.

Once the data collection period was concluded, the dataset was analysed as per the analysis framework and indicators developed for the purpose of the study. Further, the information from Focus Group Discussions (FGDs) was analysed alongside interviews with individuals and groups from the school community collaborating to validate the evidence.

The draft report was shared with UNHCR for comments and the final report submitted in hard and electronic copies as stipulated in the ToR.

1.4.2 Study Group Target and Methodologies

The assessment was carried out in the schools in all the five camps in Dadaab (Dagahaley, IFO 1, IFO 2, Hagadera and Kambioos). To collect quantitative data school questionnaire was administered to all the 35 primary schools and 7 secondary schools. UNHCR Dadaab EMIS data was also analysed to generate enrolment trends. Qualitative data was collated through FGDs conducted in ten schools selected to represent the typologies in existence. To this end the assessors selected 5 primary schools (1 in each camp) and 4 secondary schools. The assessment targeted three schools in Hagadera Camp (Upendo Primary School, Hagadera Secondary School and Horyal Secondary School), one school in Kambioos Camp (Furaha Primary School), two schools in Dagahaley Camp (Unity Primary School and Dagahaley Secondary School), two schools in IFO 2 camp (Mwangaza ALP Primary School and Nasib Secondary School) and two schools in IFO 1 camp (Horseed Primary School and Towfiq Secondary School). Purposive sampling was used to select the ECDs, primary⁴ and secondary schools for in-depth interviews

⁴ Primary and secondary schools targeted include ALPs

with BoMs, learners and teachers. The informants for each FGD included 12 BoM Members (6 male and 6 female) per school, 12 pupils (6 male 6 female), 6 ECD teachers or primary school teachers in selected schools and 1 key informant (the Sub County Director of Education in Daadab).

The study population, methodology used to sample each population category and procedure for collection data are summarised below (table 1.1);

Table 1. 1: Target Population, Sampling Criteria and Data Collection Tools

Study site/ Population group	Methodology	Procedure of Information gathering
Children in school (Primary and Secondary)	Purposive	Focus group discussions
MoE officials	Purposive	Key Informant interviews
Headteachers (Primary and Secondary)	Purposive	School Questionnaire
Teachers (ECD, Primary and Secondary)	Purposive or random	FGDs
UNHCR officers	Purposive	Key informant Interviews
Community leaders	Purposive	Interviews/Informal Discussions
UNHCR Partners (CARE, Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), RET International, Islamic Relief of Kenya (IRK) and Windle Trust Kenya (WTK)	Purposive Sampling	FGD guides
Parents/BoM	Purposive	FGD

1.4.3 Data Collection Methods

The assessment process adopted two main methods of collecting data. Since the process involved qualitative research, interviews for key informants, group interview and focused group discussions were used as data collection method..

2.0 FINDINGS

This section presents the findings on the Out of School Children Assessment conducted in Dadaab Refugee Camp. The findings are an analysis of the data that was collected from school questionnaires, EMIS data base, focused group discussions, group interviews and key informant interviews from the schools that the assessors visited. The findings address the issues around dimensions and categories of OOSC in the Camp, access of education focusing on enrolment, absenteeism and drop outs, quality of education (inputs, processes and outcomes), and continuity of education after repatriation and/or relocation.

2.1 Profiles and Categories of Out of School Children

2.1.1 Pre-school age children not enrolled in pre-school/primary school

According to UNHCR EMIS October 2015, the pre-school age going children were 37,765 (19,263 male and 18, 502 female) out of which 12, 107 were enrolled in ECDs in the camp. This implies that majority of the children (25,658 or 67.9%) were not enrolled. More girls (71%) than boys (65%) of pre-school age in Dadaab Camp were out of pre-school. Dagahaley and Hagadera camps had the highest number of pre-school children not enrolled in ECDs.

Table 2. 1: Population and Enrolments of Children Aged 3-5

Camp	Population aged 3-5 years		Enrolment at ECD aged 3-5 years		Proportion aged 3-5 in ECD	
	M	F	M	F	M	F
Dagahaley	4,692	4,601	130	124	3%	3%
Hagadera	5,868	5,479	637	491	11%	9%
Ifo	4,450	4,281	1,511	1,274	34%	30%
IFO 2	3,037	2,920	3,483	2,564	115%	88%
Kambioos	1,216	1,221	1,036	857	85%	70%
Total	19,263	18,502	6,797	5,310	35%	29%

Source: Dadaab Refugee Camps EMIS October 2015 Data

2.1.2 Out of School Primary school age Children

At the primary school level 36,551 out of a population of 102,557 children eligible to be in primary school were enrolled. In essence 66,006 (64.4%) primary school age children were out of school. Just like at the pre-school level, Dagahaley (84%) and Hagadera (74%) had the highest number of out-school children at that level while Kambioos Camp (41%) had the lowest. Overall, there were more out of school girls (69%) than boys (60%)

Table 2. 2: Population and Enrolment of Children Aged 6-13

Camp	Population aged 6-13 years		Enrolment at Primary aged 6-13		Proportion aged 6-13 in primary	
	M	F	M	F	M	F
Dagahaley	13,593	12,727	2155	2078	16%	16%
Hagadera	14,870	14,092	5165	3618	35%	26%
Ifo	11,902	11,299	5688	3811	48%	34%
IFO 2	9,203	7,958	5677	4005	62%	50%
Kambioos	3,740	3,173	2477	1877	66%	59%
Total	53,308	49,249	21162	15389	40%	31%

Source: Dadaab Refugee Camps EMIS October 2015 Data

Reasons for non-enrolment at the primary school level

The assessment sought head teachers' views on why primary school aged children in the camp were not enrolled in school. Findings indicate that the leading cause of non-enrolment at the primary school level for boys was child labour. The other reasons for non-enrolment among boys included attendance of *duksi* classes, parental ignorance and drug abuse. On the other hand, non-enrolment among girls was mainly caused by; early marriages, *Duksi* classes, child labour and domestic chores. Non-enrolment due to attendance of *Duksis* is an indication of parents' preference for religious education over formal education at that formative stage. This is likely to be due to a clash in the scheduling of religious education and secular education.

Table 2. 3: Reasons for Boys and Girls not being Enrolled in Schools

Reasons for boys not to be enrolled in school	Proportion
Child labour	20%
Duksi	17%
Others	15%
Ignorance	12%
Economic reasons	9%
Lack of support (parents, community)	9%
Peer influence	8%
Drug abuse	4%
Cultural barriers	3%
Poor school infrastructure	2%
Reasons for Girls not to be enrolled in school	
Early marriages	21%
Duksi	16%
Child labour	10%
Domestic chores	10%
Cultural barriers	9%
Lack of support (parents, community)	9%
Ignorance	8%
Peer influence	6%
FGM	6%
Economic reasons	3%
Poor school infrastructure	2%
GBV	1%

2.1.3 Out of School Secondary School Age Children

The assessment established that there was a very high number of secondary school aged children who were out of school children. Only 621 (2%) of the 35,840 eligible to enrol at the secondary school level were enrolled. Conversely, 35,219 (98%) of the secondary school aged children in Dadaab camp had no access to secondary education.

Table 2. 4: Population and Enrolment of Children Aged 14-17

Camp	Population aged 14-17 years		Enrolment at Primary aged 14-17		Proportion aged 14-17 in primary	
	M	F	M	F	M	F
Dagahaley	4,845	4,265	21	24	0%	1%
Hagadera	5,815	5,075	118	40	2%	1%
Ifo	4,610	3,978	176	77	4%	2%
IFO 2	2,964	2,217	121	44	4%	2%
Kambioos	1,177	894	0	0	0%	0%
Total	19,411	16,429	436	185	2%	1%

Table 2. 5: Summary of Status of Out of School in Daadab Camp

School Level	Total population in camp			Total Population in School			Population in School (Right age)			GER			NER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ECD	1850 2	1926 3	37765	11494	9204	20698	6797	5310	12107	62%	48%	55%	37%	28%	32%
Primary	4924 9	5330 8	10255 7	37434	24983	62417	21162	15389	36551	76%	47%	61%	43%	29%	36%
Secondary	1642 9	1941 1	35840	3569	1269	4838	436	185	621	22%	7%	13%	3%	1%	2%

2.1.4 Children enrolled in primary school who are at risk of dropping out

Two proxies- absenteeism and being overage- were used to determine the proportion of children at risk of dropping out.

a) Overage learners as at risk of dropping out

Overall, most children in the camp were older than the expected age for the class they were attending, an indicator of a higher risk of the learners dropping out before the end of the cycle.

- 88 % of the boys and 78 %of the girls attending primary schools in the camp were overage; however 17% of the boys and 14% of the girls enrolled in class one were underage

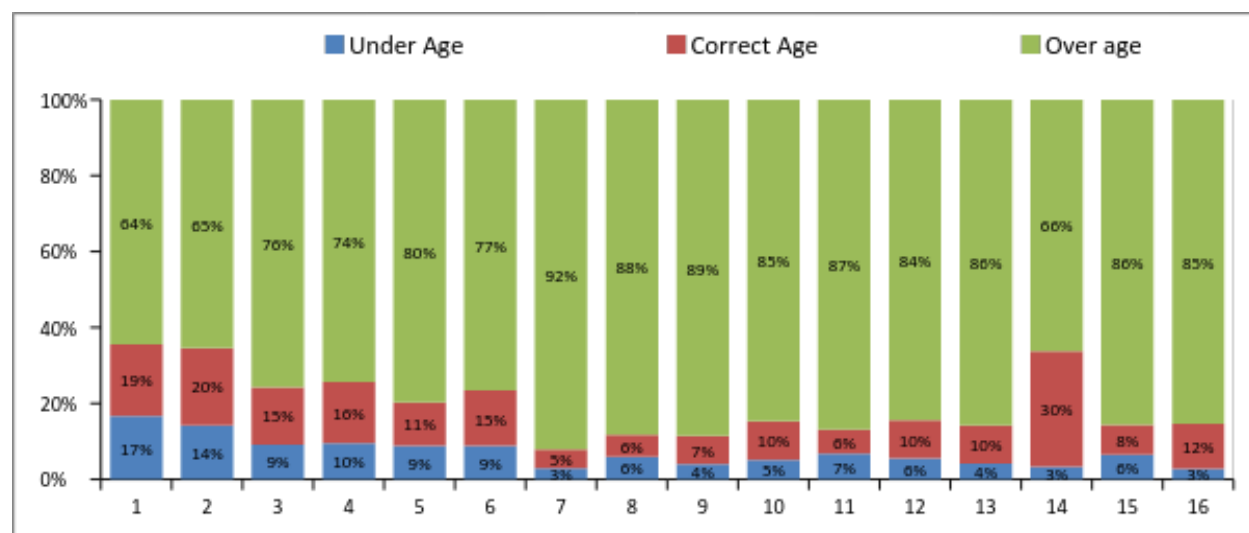


Figure 2. 1: Proportions of Children in Schools by Age,

b) Absenteeism as precursory risk of dropping out of school in the camp

Interviews and focus group discussions with informants provided a deepened understanding around the causes of absenteeism in schools. The causes of absenteeism were considered at three levels i.e. community level, school level and the pupils themselves. The analysed transcripts show the following as the key causes:

At the **community level**, the informants mentioned that children especially girls were subjected to domestic house chores, this mostly happened when their parents travel, when they engage in income generating activities and there is no one to take care of the younger ones, during food distribution days and when their parents are sick. When the above issues occur the girls have to stay at home and therefore miss school, at times boys are sent to the markets to sell goats. This was emphasized by a BoM member from Unity Primary School who said;

“For me I think that parents sometimes also contribute to absenteeism in the schools. For instance, when they are going for food rations (food donated by UNHCR), they tell their children to remain at home to take care of the homes and even the young ones. In this case the children will absent themselves from school. Also....when they are travelling maybe to go to Somalia or any other places especially if they are going for some days they request their children to remain back at home to take care of their homes. This means that the children will miss school for the days that they are likely to be away leading to absenteeism”

In addition, parents are not involved in the education of their children, they do not follow up with the teachers if the children reached school and are learning and the children are aware about this. Some parents don't even know the classes their children are in.

Other causes of absenteeism at the community level were the fact that there are child headed families; who are unable to balance between school and family responsibilities. Some become absent during food distribution days and while engaging in incoming generating activities .A student from Hagadera Secondary School backed this statement by saying,

“There are cases of child-headed families where the elder children take care of the young ones. They are days that they have to miss because they go to look for money to take care of the young ones. Those days that they go to fend for their daily up-keep they will be forced to miss school. This leads to absenteeism.”

Furthermore due to poverty levels in the camp, some children engage in income generating activities in order to support their families in getting the basic needs. Additionally, the presence of physically challenged parents also contributes to absenteeism; the children have to stay at home to assist their parents.

At the **school level**, teachers are not strict in marking the registers and following up on the children who did not come to school, BOM members noted that there is lack of systematic school management in

some schools; no homework to make the children busy and no register follow up for those who are absent, those who absent themselves from school are not punished. In some cases learners who violate school rules and get punished harshly once or twice like drawing water from the boreholes, slashing the grass compound and weeding the flowers, often disappear and only come back during exam time.

Also, long distances covered to reach school causes absenteeism, due to this fatigue catches up with the children and at times there are too tired to attend school, who opt to stay at home and rest. For instance, a BOM member from Unity Primary School had this to say on the matter, *“Let me also say that distances from home to school has also contributed to absenteeism. Some of them come from very far and walk for 1 hour or even more to school. So you imagine even if you are the one, you walk to school for one hour and in the evening walk back for another one hour. It’s very tiring. Some of them especially the girls then miss some days without coming to school.”*

There are also unsafe places on the way to school, which mostly affects girls’ attendance. A student from Nasib Secondary School emphasized this by saying;

“On the way to the school, there is a ‘mathenge’ forest between Ifo 1 and Ifo 2. In this forest there are some men who harass the girls, they even rape them. They do this especially if the girls are walking to school alone. In January this year, a girl was raped by these men; she gradually started missing school and finally dropped out and went back to Somalia. So if the girls realize that their brothers/male students have gone earlier than them and they have no one to accompany them, they miss school that day. Some girls do domestic house chores like preparing breakfast for the family, by the time they are done, the boys have left therefore they have no one accompany them to school.”

Harsh weather conditions also contributed to pupils’ absenteeism. Students complained that there are seasons when the sun is very hot to the extent that it can go up to 38 degrees Celsius, especially during January and February, leading to absenteeism. The BOM in Dagahaley Secondary School concurred with the students by saying that

“During the week days in morning hours 90% of the students turn up but in the afternoon only 50% turn up, the classrooms are congested and in the afternoon, it’s too hot this makes it unbearable for the students and sometimes teachers might find 2-3 students only in the class. Due to the severity of the heat, the teachers are forced to sit under the shades and do not attend classes therefore the students disappear from classes,”. This was echoed by a BOM member from Towfiq Secondary School”

Pupil-related factors also cause of absenteeism. Generally the informants noted that some pupils are not interested in education; some learners prefer to play soccer during school hours in the many playfields spread across the camps, other learners roam around in the markets, going to the video dens to watch movies and televised soccer either during school hours or at night while some just stay home without any reason .This was echoed by a pupil from Furaha Primary School who said

“Parents send their children to school but they do not reach, they go to play in the playgrounds with their age mates who do not go to school. In this camp we have 7 playgrounds spread across different sections. When it reaches lunch time, they go home for lunch. The parents will definitely know that the child was in school, but the reality is that the child never reached.”

The informants also mentioned that some pupils are addicted to drugs like *miraa* (Khat) and thus chew the whole night, and in the morning, they are unable to wake up to go to school, at times some miss school to join their friends to continue with *miraa* chewing. On the other hand negative effects of technology have contributed to absenteeism, most children have smartphones and are conversant with and were addicted to social media platforms like twitter, facebook, and whatsapp, due to this they stay up late as they chat with friends and distant family members, in the morning they are too sleepy and cannot go to school. A BOM member from Hagadera Secondary School highlighted that;

“My son who is a Form One emotionally black mailed his sister in to giving him her very expensive smart phone telling her if she won’t give him the phone he will curse her new born baby since he is the uncle to her children and his curse will befall her baby so the sister had to give him the phone”.

Furthermore the girls miss school during their menses because of lack of sanitary pads; students from Hagadera Secondary schools mentioned that;

“Lack of sanitary towels for the girls to use during their menstrual period also sometime makes the girls to absent themselves from school. There are times that WTK through the KEEP projects gives us the pads but they reduced the packs they used to give from 4 packs to 2 packs per term which is not enough to sustain the girls....So this also lead to absenteeism.”

However, the pupils from Furaha Primary highlighted that agencies normally give the girls sanitary pads but they exchange them at the shops with beauty moisturiser products like Vaseline and powder.

Generally, the informants mentioned that uncertainty due to repatriation or relocation has demoralized and discouraged some children from coming to school as noted by one of the headteachers. He said;

“The children say, what is the need to come to school daily yet they might go to Somali anytime. In addition the repatriation, relocation and resettlement procedures take children out of school. They have to report at the UN offices to give out the required information”.

Suggestions on ways to curb absenteeism in schools

At the **community level**, the informants noted that there should be more sensitization of parents on the importance of education. A student from Nasib Secondary School reiterated by saying,

“I think sensitization of parents on the importance of education is still critical in addressing absenteeism. You see when a parent values education, he/she will work closely with the teachers

to ensure that the children do not miss school, and if they do proper explanation should be rendered”.

In addition, the agencies should initiate income generating activities for the parents who are struggling financially; with this the children will be released to come to school since they won't need to assist their parents in fending for their families during school hours. Furthermore, some community members should be mandated to be constantly checking in the video dens to see if there are any school going children, when they are found they should be reported to the school administration and their parents.

Role modelling by people who have made it in life as a result of education can also inspire children to take their education seriously and to some extent this will curb or reduce the rates of absenteeism.

At the **school level**, the informants were of the opinion that schools should introduce strict rules on absenteeism; this includes regular roll call and contacts between teachers and parents. For instance a pupil from Horseed primary school noted that;

“The class teachers should call the register thrice in a day: morning, noon and afternoon. If a pupil is absent, the day he/she comes to school, he should be sent home to come with the parent with this the teachers will be able to establish the reason for absenteeism and where possible address the problem.”

Other aspects to be put into consideration regarding curbing absenteeism as mentioned by the informants include: Introduction of school feeding programme, this will be of great support to the pupils who come from distant blocks and camps and cannot go back home for lunch, strengthening support between the teachers and the parents, this will make it easier to monitor absenteeism trends in the schools, strengthening the guidance and counselling department in the schools and emphasizing the value of education that will go a long way in reducing time wastage in schools. Introduction of innovative teaching methods that make learning interesting for instance the use of radios, DVD player and projectors, provision of adequate learning materials, ensuring that there is adequate security along the paths to school and rewarding the regular attendees were additional strategies mentioned by the informants.

All the informants mentioned that provision of adequate sanitary pads to the girls will ensure that they do not miss school.

The teachers from Unity Primary School mentioned that the agencies should prioritize children during food distribution days, or make it possible for children to pick food over the weekend. This will ensure that the children do not miss school during these days. In addition the agencies should increase the food rations, the current ratio is not sufficient for the families a key factor in some children missing school to assist their parents in income generating activities. A teacher emphasized this by saying;

“The UN should increase the food rations to twice in a month, this used to happen in the past years, and nowadays we are given food once in a month. Madam this food is not enough. This is

the reason why some children miss school as they assist their parents in income generating activities.”

2.1.5 Access to education

This section highlights findings on access to education, focusing on enrolment, absenteeism and drop out of children from school.

2.1.5.1 Enrolment trends

EMIS records show that there has been an increase in access to pre-primary, primary and secondary school education.

a) Access to Pre-primary Education

According to Dadaab EMIS Data, December, 2016, an estimated 20,698 children (11,494 boys and 9,204 girls) out of the 37,765 (19,263 girls and 18,502) pre-school age children in the camps were attending pre-school education in 2015. The Gross Enrolment Rate at pre-primary level, stood at 50% (girls 45% and boys 54 %). The proportion of boys accessing pre-school education was five percentage points higher than that of girls.

b) Access to Primary Education

The eligible population of primary school age children in the camp in 2015 was 102,557 (53,308 girls and 49,249 boys). At the primary school level, a total of 62,417 children (24,983 girls and 37,434 boys) were enrolled in 2015 representing a Gross Enrolment Rate of 61% (boys, GER of 76% against girls GER of 47%). A boy of primary school age in Dadaab Refugee camp was therefore twice more likely to be enrolled in school than a girl of the same age bracket. Dadaab EMIS, the GER improved to 71% in 2016.

c) Access to Secondary Education

There was very limited access to secondary education for children in Dadaab Refugee Camp. In 2015, the Camp population corresponding to the secondary school level was 53,308 (19,411 girls and 16,429 boys) while only 4,838 children (1269 girls and 3,569 boys) were enrolled in secondary schools, representing a Gross Enrolment Rate of only 13 % (Girls' GER of 7% and boys' of 22 %). A boy in the camp was three times more likely to be enrolled at secondary school level than a girl of the same age category. The GER improved to 23 % in 2016 (Dadaab, EMIS data , December 2016)

Table 2. 6: Dadaab Refugee Camp Enrolment in 2015 and 2016 (October)

Dadaab Refugee Camp Pre-primary, Primary and Secondary Level Enrolment 2015 (October)															
	Total population in camp			Total Population in School			Population in School (Right age)			GER			NER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
ECD	18502	19263	37765	11494	9204	20698	6797	5310	12107	62%	48%	55%	37%	28%	32%
Primary	49249	53308	102557	37434	24983	62417	21162	15389	36551	76%	47%	61%	43%	29%	36%
Secondary	16429	19411	35840	3569	1269	4838	436	185	621	22%	7%	13%	3%	1%	2%
Dadaab Refugee Camp Pre-primary, Primary and Secondary Level Enrolment 2016 (October)															
	Total population in camp			Total Population in School			Population in School (Right age)			GER			NER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
ECD	16212	15500	31712	8829	7008	15837				54%	45%	50%			
Primary	41544	38733	80277	33666	22940	56606				81%	59%	71%			
SECONDARY	15239	13155	28394	4560	1939	78942				30%	15%	278%			

Table 2. 7: Enrolment of all Pupils in 2015

Enrolment all pupils October 2015	ECD			Primary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dagahley	1211	1149	2360	6131	4717	10848	661	199	860
IFO	2284	1755	4039	10651	6955	17606	747	217	964
IFO 2	5068	4026	9094	10612	6898	17510	427	91	518
Hagadera	1483	1155	2638	6532	3829	10361	1734	762	2496
Kambi Oos	1448	1119	2567	3508	2584	6092			0
Total	11494	9204	20698	37434	24983	62417	3569	1269	4838

Qualitative data collected during the assessment from interviews and FGDs showed that parents, teachers and pupils felt that the enrolment in schools has gradually increased over the years but there were still more children who are not enrolled in school compared to those who were in school across all the levels of education. The increase in enrolment was attributed to sensitization of the parents on the importance of education by some agencies like LWF, and the support given to the girl child in terms of sanitary pads, textbooks, solar lamps, and uniforms by Windle Trust .The increase in enrolment has come with its own challenges, a BOM member in Unity Primary School said

“Okay in this school enrolment is good though in my opinion the pupils are so many as compared to the classes that we have and the number of teachers. The teachers are few...I think the agencies need to construct more classes and if possible employ more teachers. As we talk one teacher can be teaching between 60- 90 pupils in a class. That is very difficult to handle.”

Interviews with stakeholders established the following as some of Factors affecting non-enrolment in

Dadaab Refugee camp.

Parental attitude towards education: has greatly affected enrolment; some parents place a lot of emphasis on the Duksi/Madrassa classes. They believe that the children have to be properly equipped with knowledge in Koran as this will shape their lives. The classes are eligible to the children who are supposed to be enrolled in preschool or primary school. These classes take place concurrently with the formal schooling ones. A teacher from Mwangaza ALP concurred:

“The first thing that affects the accelerated learning program is the Duksi classes and the madrasas. There is normally a challenge of priority between the duksi classes and coming to the school here. Most parents tend to prioritize going for the duksi classes than any other thing. Most parents want their children to master the Koran first before their children can do anything else. The Duksi are usually done in the morning and sometimes it clashes with the lessons that we offer in the school. So in this for a child to attend both, it becomes a bit cumbersome and tiresome.”

Low levels of literacy among parents: In addition, some parents are illiterate therefore they do not value education; they see it as a waste of time. On the other hand, some parents believe that children go to school in order to build a bright future and become rich, therefore the parents who are already wealthy do not send their children to school but instead introduce them to run their businesses. A student from Hagadera Secondary School said;

“Yes. Some children lack parental guidance and also because some parents also don’t follow their school affairs they do not enroll them in school. There is a Somali saying that say “Whoever knows the importance of a certain tree is he who eats the fruit of that tree”... So parents who have not gone to school may not really understand the importance of education, only those who have understood the benefit of it.”

Negative cultural practices: to some extent the Somali culture is still a hindrance to the enrolment of girls in school. Some parents prefer to educate the boys compared to the girls, they believe that the girls will soon be married off and all the investments in them will benefit the husband’s family instead of them. In addition, the boys and the girls who are of school going age but married early cannot enrol in school due to family pressures; they have to fend for their families. This was echoed by a student from Hagadera Secondary who said,

“For me I think that cultural practices also affect enrolment because some parents still practice early marriages and forced marriages. Some also see no need of enrolling girls in school because they will still get married. They forget that when you educate the girl you educate the community.”

High poverty levels in the camp: Some parents cannot afford to buy the required school items like books, uniforms. In addition, due to the difficulty in getting basic needs some children are subjected to child labour, they have to assist their families in income generating activities. The boys engage in shoe shining, fetching firewood for sale from the forests, and collection of garbage from the hotels while the girls engage in domestic house chores for pay.

Child headed families: Some children are orphans or their parents remained in Somalia and live with a

guardian. The children have to fend for their families and schooling is not a priority for them as they have to work in order to sustain their families. On the other hand there are those children who stay with relatives, who mistreat them and subject them to child labour; they don't care about their educational needs.

Lack of feeding programmes: schools lack feeding programmes as such a child who is hungry cannot stay in school and learn, the child will opt to engage in income generating activities in order to get money to buy food.

Long distances covered by some children to reach school discourage children from enrolling in school. Additionally, there are limited classrooms and teachers in the schools. The resources and facilities in schools cannot accommodate the high numbers of out of school children.

Discrimination and stigma against minorities: Very few minority groups enrol in school due to fear of discrimination and stigmatization, a student from Hagadera Secondary School said;

“Most of the students in the community are from the Somalia origin... and most of them are the ones who enrol in the schools. There are other nationalities such the South Sudanese, Congolese, Burundians, Ethiopians and even the Oromos. They also enrol in the schools in the camp but very few of them. I think it's because they feel stigmatized and marginalized by the Somalis because of their differences in religion and culture. You know they are Christians while we are Muslims.”

Inadequate adaptation for CWDs: Some children with disabilities do not enrol in school due to lack of learning facilities, though organizations like Handicap International and LWF provide transport for the CWD to and from the school. The children with the above disabilities are still disadvantaged. On the other hand, though a lot of sensitization has been done to ensure that parents with CWD should enrol their children in school, some still keep them at home, due to fear of stigmatization. These sentiments were echoed by a BOM member from Horseed Primary who said;

“The only problem is that some parents don't want people to know that they have children with disability and they hide them from the public. Such children sometimes don't enrol”

In addition, the children who have parents with disabilities do not enrol in school because they have to take care of their parents. Since these parents cannot fend for the family they have to assume breadwinner roles.

Repatriation/relocation effect: Another issue is repatriation which has created a lot of anxiety and uncertainty in the camp, a BOM member of Unity Primary School said

“One is because of repatriation just as we have told you...because many children are aware that anytime they might be repatriated back to Somali, they are very demoralized and even some parents are very discouraged and feel that it is just a waste of time.”

Limited supply of secondary school spaces: in the entire Dadaab Camp, there are only seven secondary schools. These schools cannot accommodate all the children who complete class 8. In addition, the agencies set a pass mark that guarantees placement in Secondary Schools, a minimum of 180 marks for girls and 210 marks for boys). All the pupils who do not attain the set marks do not proceed with their education.

2.1.5.2 School drop outs

Analysis of school data and discussions with informants show that minimal grade repetition and drop out cases existed. Only 1% of the primary school pupils were reported to have repeated a grade in the three years of analysis. It is noteworthy that cases of school drop-outs increased slightly from 2% to 5% between 2014 and 2016. At the secondary school level drop-out rates had increased slightly from 7% in 2014 to 10% in 2016.

Table 2. 8: Repeaters and Drop-out Rates at Primary Schools

Repeaters									
Variable	2014			2015			2016		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrolment	34299	23194	57493	35104	24282	59386	32163	21562	53725
Repeaters	164	157	320	281	240	522	255	202	448
% of repeaters	0.5%	0.7%	0.6%	0.8%	1.0%	0.9%	0.8%	0.9%	0.8%
Drop-Out Rates									
Drop Outs	664	527	1187	808	586	1395	1424	1132	2572
% of Drop Outs	1.9%	2.3%	2.1%	2.3%	2.4%	2.3%	4.4%	5.2%	4.8%

Table 2. 9: Drop-out Rates at Secondary Schools

Drop Outs									
	2014			2015			2016		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrolment	2664	779	3443	2941	1013	3954	3539	1285	4824
Drop Outs	145	85	230	122	66	188	301	161	462
% of Drop Outs	5%	11%	7%	4%	7%	5%	9%	13%	10%

Primary school head teachers attributed the surge in drop-out cases to resettlement and relocation/repatriation. According to head teachers, early marriages, poverty and child labour were the main causes of drop-outs among girls while child labour, negative peer influence and drugs/substance abuse accounted for most of the dropouts among boys. At the secondary school level, the same scenario remained with repatriation/relocation being listed as the leading cause of drop-outs. In all the years under analysis, school data shows that girls' drop-out rates were marginally higher than boys'.

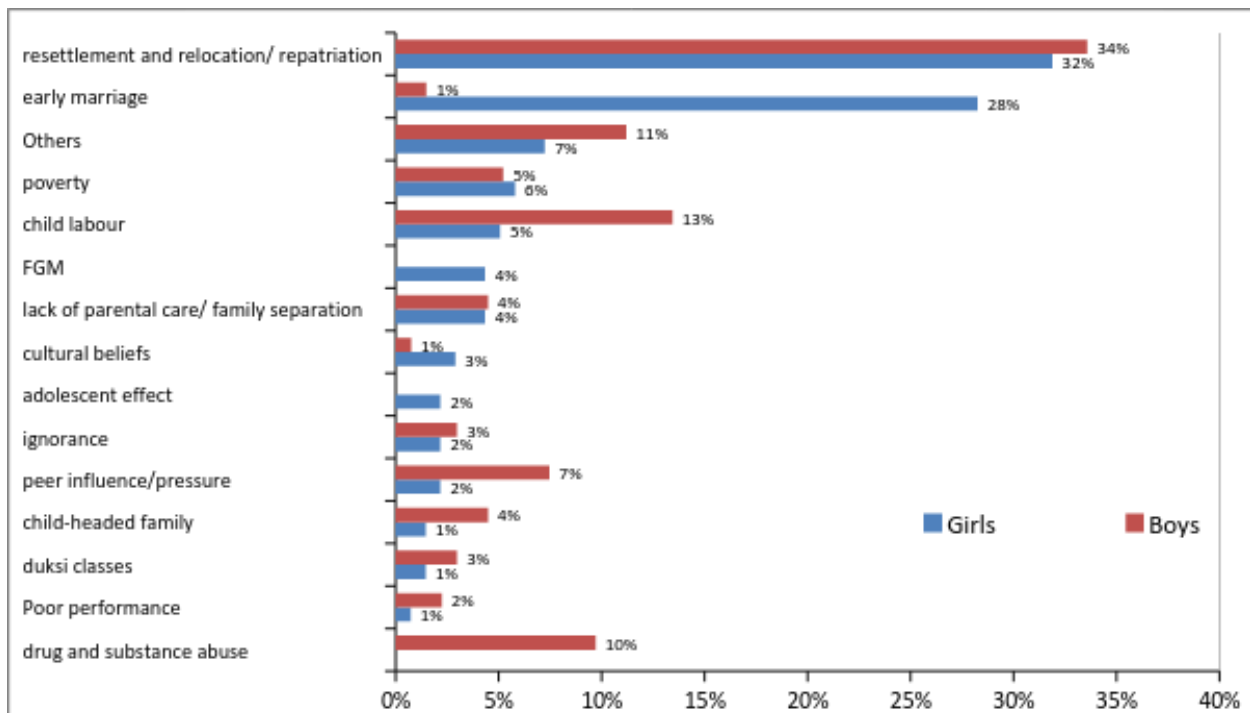


Figure 2. 2: Reasons for Dropping Out of Schools - Primary

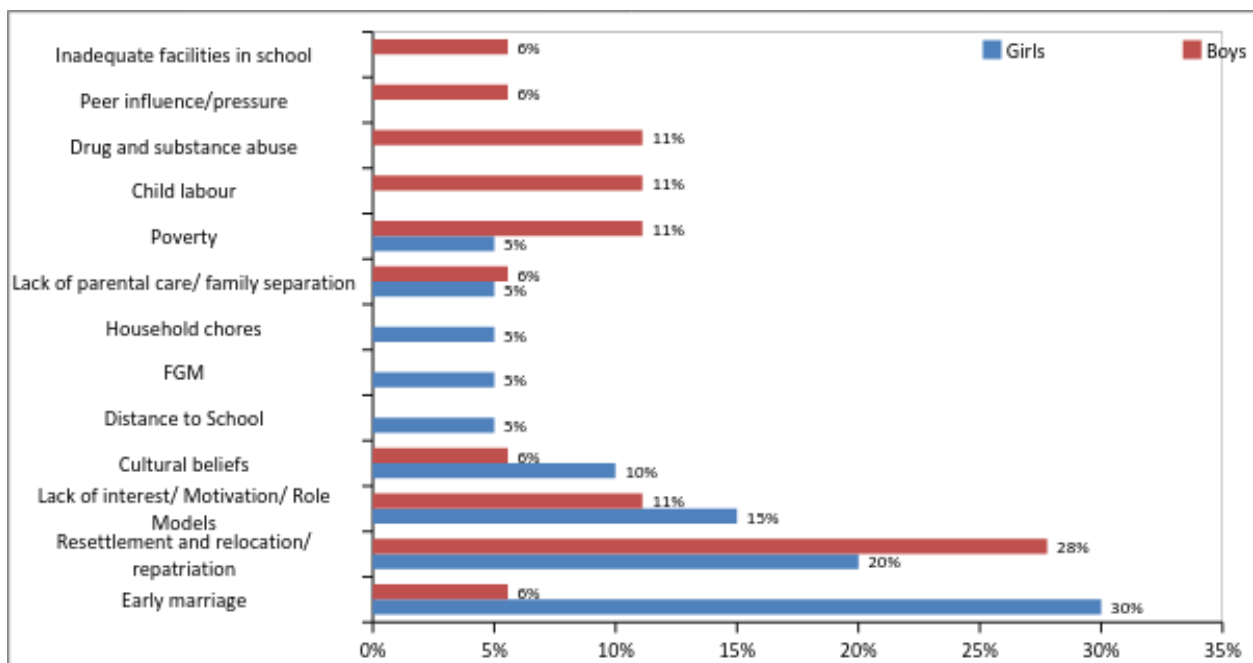


Figure 2. 3: Reasons for Dropping out of Schools - Secondary

Focus group discussions with pupils, teachers and BoM, confirm head teachers views and highlighted the following reasons for drop outs by informants:

At the **community level**, the informants mentioned that early marriages were still a cause for many girls dropping out. The girls mostly drop out from the age of 12 to 14. The girls are still seen as a source of wealth; some parents actually encourage their girls to get married while some girls voluntarily decide to get married. A BOM member from Hagadera secondary school reiterated this by saying;

“Small girls are opting for early marriage, for instance a friend of my daughter came to me requested my daughter to be her brides maid in her wedding when I asked what about her studies she responded to me saying when leaving the refugee camp you won’t leave with education but you will leave with children” I was shocked and had no words to say to her. So with this mentality some of the girls are choosing early marriage to School.”

In addition poverty had made it difficult for the parents to cope with the educational demands of their children like the purchase of books, uniforms. *At times when the children do not have the school items that their colleagues have, they get embarrassed and discouraged and at the end they drop out of school.* Furthermore the children drop out in order to engage in income generating activities in order to support their families financially. A BoM member from Furaha Primary echoed these sentiments by saying;

“Poverty is also another reason why some children drop out of school. As you know, we are refugees. We don’t have much and very few people work. We mostly depend on the agencies to support our lives in this place. Some parents have very clever children but those children come from very poor background in such a way that they cannot what to each. So you find some parents sending them to go and find firewood so that they can sell, or they go and work as maids in some rich families in Hagadera so that they can get something to cater for their families. So for such children, with tome they just drop out of school”.

Child headed families; it’s hard for these children to balance between fending for their families and being in school. With time the family responsibilities overwhelm them and they end up dropping out of school

It was also established that learners lacked motivation because there were no role models in the communities in the camp. Equally, unemployment among school leavers including some university who are currently doing odd jobs like running local businesses has a negative effect on those attending school.

ECD teachers mentioned that some parents withdraw their children from preschool and take them to Duksi. Some parents lack appreciation for the role of ECD in school readiness as they feel ECD is a waste

of time and their children can enrol directly in Class1. A teacher from Horseed primary said; *“Yes, they are there because some parents take them to attend the duksi classes.”*

On the other hand a case was highlighted from Mwangaza ALP where those who do not perform well in class are required to wear a different kind of uniform, making them children feel discriminated against and end up dropping out of school.

At the **school level**, some children drop out because of consistent failure in exams, which discourages and at times their peers harass and embarrass them. The poor academic attainments were largely caused by some children’s inability to understand the language of instruction, which was different from the country of origin language of instruction and lack of learning materials. In addition lack of parental involvement in education of their children was also mentioned by the informants as a cause for drop outs. A teacher from Furaha Primary School cited;

“I also think that some parents do not follow up on the affairs of their children. Some are very careless and ignorant and do not have the desire to find out how the children are faring in school. Others don’t even come for meetings when we call them. When children from such families are not followed up they end up dropping out of school”.

Other causes of drop outs as mentioned by the informants include the fact that some children cover long distance to and from school. Harsh punishment in schools especially to the older pupils pushes them to leave school. Lack of learning materials for the CWDs also pushed them out of school.

The informants were of the agreement that peer pressure contributed to the drop out of learners. This influence comes in several ways’

“When the in school children spend too much time with out of school children, they talk them out schooling, some engage in drugs like chewing miraa. On the other hand some who dropped out of school portray an image that they are doing well; they run successful businesses and are able to take care of their families. Furthermore some children desire to get quick cash and they opt to drop out to do odd jobs like shoe shining .A pupil from Furaha Primary emphasized this by saying, “The desire to get quick cash is another contributing factor. Some boys drop out and become matatu (bus) conductors, where they earn KES 100 per day, while some become herdsmen and shoe shiners.”

Repatriation has also greatly destabilized education in the camp, as most parents and pupils are demoralized and they do not see the need to continue sending their children to school. These sentiments were shared among all the informants with emphasis from a BOM member from Furaha Primary who reported that;

“Now, for me I will still insist that we since the government of Kenya gave an order that refugees go back to Somali, learning in this school has not been going on smoothly. Children never used to drop-out of school until they started taking people back to Somalia. By the way, since they started registering people to go back to Somalia, most children have dropped out of school. Some parents have already gone back to Somalia and when they go, they do along with the children who were in this school. There are those who have also registered themselves to go back because of the fears that we keep getting from the Kenya government. They keep giving deadlines in which people should go back. We normally hear this in the radios. Initially they had said that we go back by 6TH November, now they have given us 6 more months. Even if it’s you, will you continue with learning? So me I can say that drop-outs have been caused by the Kenyan government. Until they stop the issue of telling people to go back to Somalia, we will never go back to the way learning was happening in this school.”

2.1.5.2 Registration of schools

The MoE had set the minimum norms for operation of schools in the refugee camp. In addition, the gazetting of Alternative Provisions of Basic Education and Training (APBET) institutions guidelines offers an opportunity for registration of camp schools. At the time of the assessment, camp schools had not been registered by the MoE due to non-compliance with some of the norms such as the teacher-pupil ratios.

2.2 Quality of Basic Education in the Camp

The assessment further sought to establish the quality of education in the schools in the camps. The focus was on distance to and from school, adequacy of physical facilities, adequacy of teachers, adequacy of learning materials, academic performance and the friendliness of school

2.2.1 Teaching Force

Generally, there was a deficit of teachers, especially at ECD level. EMIS data October (2016) indicates a high pupil- teacher ratio especially at ECD and primary school levels. There was only one teacher available for every 120 preschoolers and 56 primary school pupils respectively. The teacher pupil ratio at secondary school level (1:36) was however low.

a) State of Primary School Teaching Force

Most of the teaching force in primary schools in the camp was not professionally qualified. In total, only 5 % and 8% of the teaching force in the primary schools in the camp in 2015 and 2016 respectively were national teachers. Most schools were taught by refugee teachers. With nearly six out of every ten refugee teachers being untrained, primary schools in the camp were therefore handled largely by teachers who did not meet the required qualifications to teach. This is a clear indicator of the low

quality of education offered.

Table 2. 10: Categorization of Teaching Force in Primary Schools

Category of Teachers	2015			2016		
	Male	Female	Total	Male	Female	Total
Number of national teachers	4.7% (41)	7.3% (9)	5.0% (50)	5.9% (62)	17.3% (27)	7.6% (98)
Number of trained refugee teachers	32.2% (283)	17.7% (22)	30.4% (305)	26.8% (280)	21.2% (33)	25.1% (295)
Number of teachers undertaking certified training	7.6% (67)	5.6% (7)	7.4% (74)	11.3% (118)	9.0% (14)	11.2% (132)
Number of untrained refugee teachers	55.5% (487)	69.4% (86)	57.2% (573)	55.9% (584)	52.6% (82)	56.1% (659)
Total	100% (878)	100% (124)	100% (1002)	100% (1044)	100% (156)	100% (1175)

Source: School Questionnaire data

In terms of academic qualifications, nearly half of the teachers were reported to possess P1 Certificate and above, the minimum qualification required to teach at primary school level. Conversely, half of the teachers deployed in the primary schools do not meet the minimum academic qualifications set by the Ministry of Education, to handle their duties.

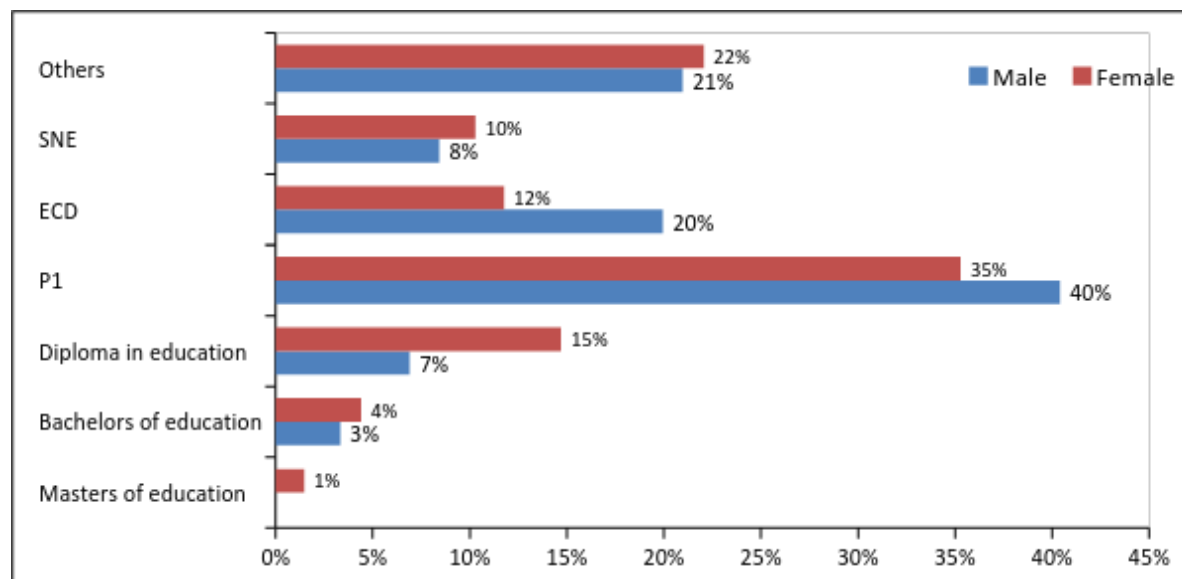


Figure 2. 4: Academic Qualification of Teachers in Primary schools

In terms of the age of the teachers, 81% were youth, below 35 years. The youthful teaching force is also an indicator of limited teaching experience of the teaching force, a proxy for low quality of education too.

Table 2. 11: Categorization of Teachers by Age Groups

Age Category (%)	Male	Female	Total
Below 25 years	9.7% (91)	18.7% (25)	10.8% (116)
25-34 years	71.4% (670)	64.2% (86)	70.5% (756)
35-44 years	14.8% (139)	10.4% (14)	14.3% (153)
45+ years	4.2% (39)	6.7% (9)	4.5% (48)
Total	100% (939)	100% (134)	100% (1073)

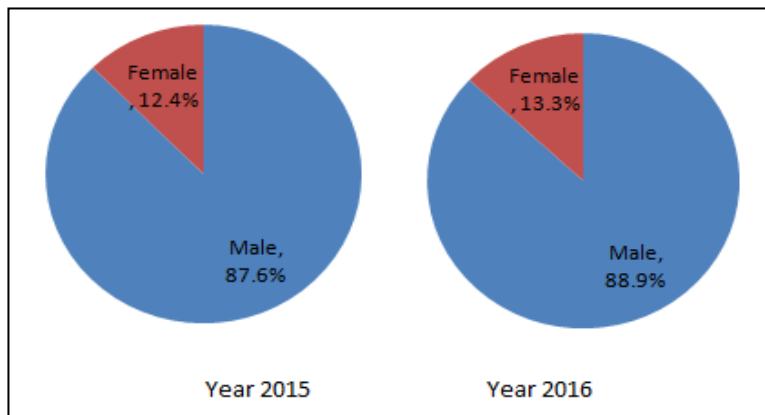
On adequacy of teachers, qualitative findings based on FGDs with pupils, BoM and teachers, corroborate the quantitative. While the teachers were trying their level best to perform their duties, majority of them were not qualified since they were Form 4 leavers. This meant that they were not endowed with adequate skills, a major concern to majority of the parents interviewed during the assessment. At the ECD level in all the ECD centres there were very few teachers with the Unity Primary School having the highest number (6 teachers, 4 male and 2 female) of teachers. Further still, very few teachers had been trained on Early Childhood Education as noted by one of the teachers in the school who asserted that;

“There are so many students in E.C.D class and as we had told you each E.C.D teacher handles over 100 children. so for me am saying that the E.C.D teachers are not enough .On the issues of training not all teachers have been trained on E.C.D. only 3 teachers out of the 6 of us have trained on E.C.D. The rest are just form 4 leavers. We are requesting that the agencies help train the rest of us. We are also lacking enough female teachers and as you know female teachers teach E.C.D classes better than male teachers. I think the agencies should employ more female teachers”.

It was however noted that most teachers in the secondary schools were graduates and therefore qualified to teach the learners.

Gender composition of primary school teaching force

There were glaring gender disparities in the composition of the teaching force with only one in every ten teachers at the primary school level being female. This may have implications especially in providing the necessary positive role modelling for the girl-child and handling their unique needs.



b) State of secondary School Teaching Force

Overall, based on the academic and professional qualifications of the teachers and the prevailing teacher-pupil ratio, the quality of secondary education in the Camp was good. Two third of the teachers in secondary schools in the camp in 2015 were national but this dropped to 54% in the subsequent year. The number of untrained refugee teachers in the schools increased from 19% in 2015 to 27% in 2016.

Table 2. 12: Categorization of Teaching Force in Secondary Schools

Composition of teaching force						
	2015			2016		
	Male	Female	Total	Male	Female	Total
Number of national teachers	50.0% (43)	87.1% (54)	65.5% (97)	51.1% (67)	66.7% (18)	53.8% (85)
Number of trained refugee teachers	23.3% (20)	0.0% (0)	13.5% (20)	19.1% (25)	11.1% (3)	17.7% (28)
Number of teachers undertaking certified training	3.5% (3)	0.0% (0)	2.0% (3)	2.3% (3)	0.0% (0)	1.9% (3)
Number of untrained refugee teachers	23.3% (20)	12.9% (8)	18.9% (28)	27.5% (36)	22.2% (27)	26.6% (158)
	100% (86)	100% (62)	100% (148)	100% (131)	100% (27)	100% (158)

Source: School Survey data

In terms of academic qualifications, analysis of school data shows that 78% of the teachers at the secondary school level were qualified, with 64% in possession of a Bachelor of Education degree while a further 13% had a Diploma in Education.

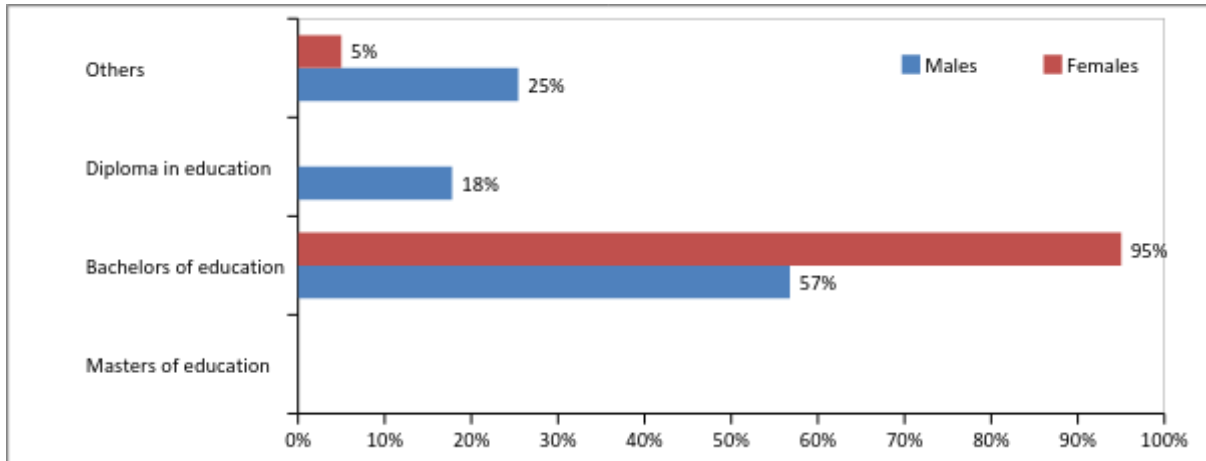
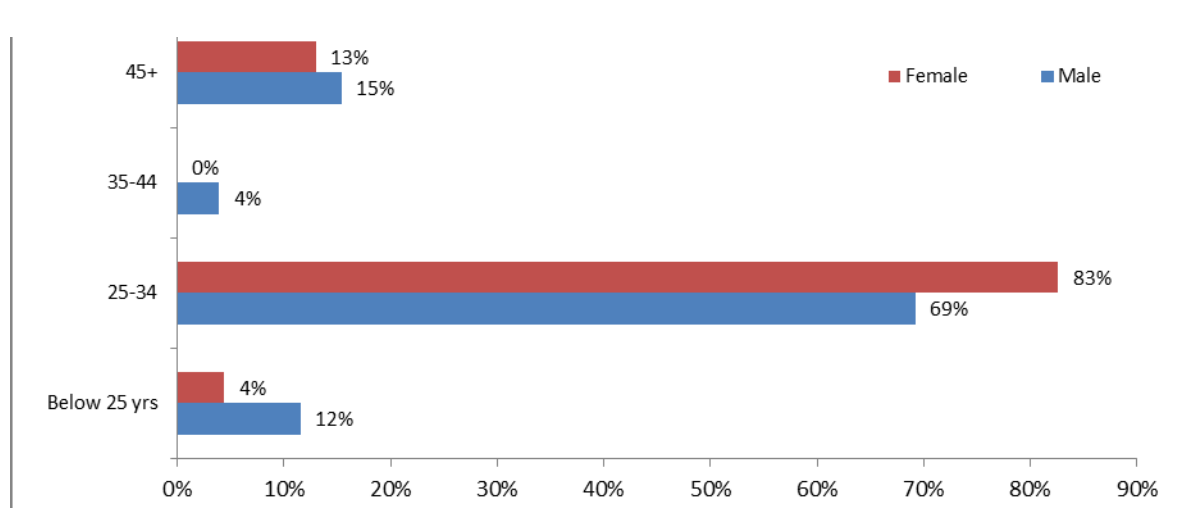


Figure 2. 6: Academic Qualification of Teachers in Primary schools

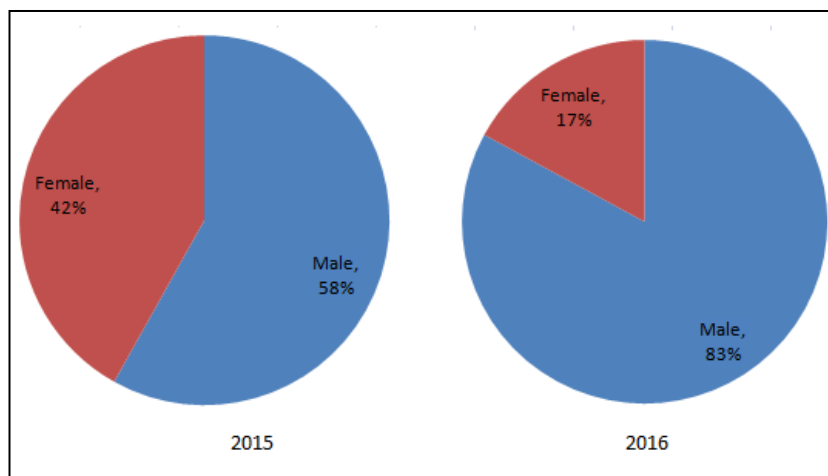
Eighty two percent of the teachers at the secondary school level were youth, similar to the situation at the primary school level. This in means that the teachers though academically qualified did not possess



adequate teaching experience. Fifteen percent of the teachers were however aged 45 years or more.

Gender composition of secondary school teaching force

In 2015, the gender parity index of the teaching force at the secondary school level stood at 0.72, with only 42 % of the teachers being female. The situation deteriorated with the gender gap increasing four times in 2016 with, a mere 17% of the teaching force being women.



2.2.2 Availability Physical Facilities and Teaching- Learning Materials

a) Adequacy of Physical Facilities

i) Primary School level

Assessment findings on the adequacy of physical facilities generally established that most the schools in the camps had well-constructed brick classrooms and toilets. However because of the large student populations in the schools the facilities were not sufficient for the learners. One of the B.OM members of Horseed Primary School in IFO1 camp noted that;

“The classes are in good condition but because the student’s population is very high they are not enough. That is why as you can see the construction of more classes is going on. Concerning the toilets the agencies have helped us construct them. The toilets for both boys and girls are in good condition and enough. The teacher’s toilets are also in good condition”.

The number of classrooms available was however not commensurate with the high number of learners in most schools. The average pupil-classroom ratio stood at 68:1, which is high for effective teacher-learner interactions. For instance, the teachers of ALP Mwangaza Primary School lamented that one of the reason why the school was not enrolling more pupils was because the school has few classrooms to the extent that the some of the pupils they had enrolled were transferring from the school to join the regular primary school (that offers classes from class2 to 8) This was also the case with the ECD section in all the schools was the learners were too many for instance in Unity Primary School where each ECD class had over 100 learners. Lack of water taps for clean water was also a cause of students transferring as noted by one of the pupils in the school was asserted that;

“We do not have taps in school. Sometimes we go to Mwangaza Primary School to fetch water or clean our hands and they don’t treat us very well because they look at us as if we are from another school”.

Despite that the fact that classrooms were few, informants commended the work that the agencies had done in ensuring that they the schools have good administration blocks, and enough running water. In Hagadera Secondary School, the agencies had constructed and equipped a laboratory for the learners. They had also constructed a computer lab and supplied them with 20 desktop computers. The informants nevertheless requested that the agencies construct kitchen for all the schools in the camp so that the schools facilitate the learners with lunch considering that lack of a feeding program was one of the major causes of non-enrollment, drop-out and absenteeism.

The assessment also checked the status of safety and security in the schools and established that:

- School compliance with the set safety and security norms was high. All schools were fenced and had a gate, a visitors book was available and in use in every school; every school had a guard with BoM members taking charge in most schools; most school had a functional fire extinguisher; a high number of schools had school rules known to pupils and parents; majority of the schools had the MoE school safety manual, and had set up a school safety committee; and Most head teachers reported that their schools receive psycho-social support services
- But nearly 4 in every ten schools had not adapted the school compound e.g having ramps, to cater for Children with Disabilities

Table 2. 13: Safety and Security Status of Primary Schools

Safety and security status of schools	Proportion
School is fenced	100.0%
School has a gate	100.0%
School has a visitors book	100.0%
School has a watchman/guard	100.0%
School has a functional fire extinguisher	97.1%
School rules in Existence	84.8%
School safety committee exists	78.1%
MoE school safety manual available	75.0%
School receives psycho-socio support services	71.1%
School compound adapted to cater for CWDs .i.e. ramps	59.4%
Pupil: Classroom ratio	68.7
Pupil (Girls): Desks ratio :	5.8
Pupil ratio (Boys): Desks ratio	5.6

Also, schools lacked other basic facilities such as desks. The average pupil-desk ratio, for both girls and boys was 6:1. Seven pupils shared a desk, on average, much higher that the ideal in which 3 learners

would share a desk. Findings also established that the agencies were ‘assembling the materials used to make the desks but it was the duty of the parents to provide nails and pay for the labour of the carpenters to make the final products (desks). In this case, some parents were cooperative while some would not be able to meet the financial costs to pay the carpenters. As a result the desks in the schools were not adequate for the learners. On the other hand, agencies had provided computers to Nasib Secondary School, Dagahaley Secondary School and Nasib Secondary School for improve the quality of learning in the schools’.

Informants in FGDs ALP Mwangaza Primary School and Furaha Primary Schools were also not safe due to lack of proper fencing and making them prone to interferences from outsiders.

ii) Secondary School level

All the seven secondary schools in the Dadaab Refugee camp were fenced, had a gate,, a visitors book was available, had written rules and a guard. These indicate compliance with the school safety and security standards. Also, 83% of the schools receive psycho-social support services. However few schools (14%) had a functional fire extinguisher and were therefore exposed to fire hazards, only one in every three schools had MoE school safety manual and had adapted the school compound such as ramps to cater for CWDs. Also, nearly half of the school did not have a school safety committee.

Table 2. 14: Safety and Security Status of Secondary Schools

Safety and security status of secondary schools	% with
School fenced	100%
School has a gate	100%
School has a visitors book	100%
School has a watchman/guard	100%
School has school rules	100%
School receives psycho-socio support services	83%
School has School safety committee	43%
School has MoE school safety manual	33%
School compound adapted to cater for CWDs .i.e. ramps	33%
School has functional fire extinguisher	14%

a) Adequacy of Teaching Learning Materials

On adequacy of learning materials, findings established that the agencies (LWF, CARE International, WTK and IRK) were very instrumental in ensuring that the learners had learning materials, however due to the large number of students and pupils that the schools were having, they were insufficient. The learning materials that the learners were provided with included; text books, charts, mathematical sets, school uniforms and bags and solar lamps. It was also noted that Handicapped International and IRK were offering educational services for the children with disability and therefore provided learning materials such as Braille to them. One of the teachers at Nasib Secondary School asserted that;

“The books are not enough. We have organizations like for example Windle Trust Kenya who ran

a programme called KEEP. They provide the books and mathematical sets but they only give them to the girls and not the boys. The girls then share with the boys. So...I can say that though they are trying so much, they still need to add more to the school...at least every student should have a text book. Again, another issue is that for the exercise books only a few pupils get so most parents have to buy for their children these items”

The assessment also conducted an analysis of the book stocks in key subjects in all school was done. Finding that show that there were inadequate textbooks in the schools with four pupils shared a single Mathematics, Science and English textbook. For Kiswahili, Social studies and religious studies a textbook was shared by five pupils. These ratios were therefore higher than the set norms and certainly impact negatively on effectiveness of learning process.

Table 2. 15: Pupils - Textbook Ratios

Subject	Number of Books	Number of Learners	Pupil : textbook ratio
Mathematics	14,334	53,725	3.7
Science	14,236	53,725	3.8
English	13,713	53,725	3.9
Kiswahili	12,863	53,725	4.2
Social Studies	12,545	53,725	4.3
Religious studies	11,555	53,725	4.6

On the other hand, ECD teachers noted that despite the fact that they teach the young learners with limited ECD skills, they were still facing the problem of lack of adequate ECD materials and equipment. In this case the materials provided by the agencies were not sufficient. One of the teachers asserted that;

“The agencies sometimes provide for us a box containing learning materials for E.C.D but the materials are not sufficient. The box normally contain some playing materials, books and drawing papers .we request that they include other things like crayon colours and drawing books. In E.C.D there should be charts showing the diagrams or images or things that you want the child to learn. For example if you want a child to learn about animals there should be diagrams showing animals like lion, zebras ,elephant among others. In short what we are saying is that at this level a child’s understands better when taught using diagrams. At the moment we are lacking these materials and sometimes we just use charts that have been drawn manually using felt pens. So I can say that we are still lacking enough learning materials”.

b) Proximity to Schools

On the distances to and from school, it was established that some schools were far for the learners. For instance Nasib Secondary School was a bit far for some of the learners an aspect that contributed to absenteeism rates, drop-outs rates and thus the increase in the number of OOSC. Students from Dagahaley and IFO1 have to walk for an estimated 7 kilometres (about than 45 minutes), one way. In Kambioos camp all the primary schools were accessible and quite convenient for the learners apart from

the secondary school (Alin Jugur secondary school) which was far. All in all, it can be concluded that to a small extent, long distances to school is also a cause of OOSC children in the camps.

2.2.3 Academic Performance in Dadaab Refugee Camp

a) Performance in KCPE

An analysis of KCPE scores indicates that there has been a steady improvement in performance in national examinations in the schools in the camp. The analysis demonstrates that learning outcomes had improved over the period under review.

- Although less than 10% of the candidates scored 300-399 (equivalent to 65 %-80% of the maximum score) the proportion increased three times between 2014 and 2015.
- The schools recorded a 14% point increase in the number of candidates who scored 250-299 marks, between 2014 and 2015
- Between 2014 and 2015, the camp schools recorded a 20 percentage point decrease in the number of candidates who scored below average (pass mark of 250 out of 500 marks)
- In both 2014 and 2015, the schools in the camp did not have a single candidate scoring quality marks (400-500)
- Generally, girls’ performance was lower than that of boys



Figure 2. 9: Academic Performance of KCPE in 2015 and 2016

a) Performance in KCSE

Dadaab Camp secondary school performance improved by one level from a mean of 4.17 (D-plus) in 2015 to mean of 4.75 (C-Minus) in the subsequent year.

Table 2. 16: Academic Performance in Secondary Schools for the Last 2 Years

Academic Performance	Year	
	2015	2016
Mean Score	4.17	4.75

Interviews and FGD participants also confirmed the view that most schools in the camp perform averagely in national exams. For instance students in Dagahaley Secondary School and Hagadera Secondary School stated that most candidates get a mean grade of C. These sentiments were also reckoned by the teachers in primary school. In Unity Primary School one of teachers stated that;

“The performance of the school is average. You know when you a large population in a school the average performance also goes down. I can say that the performance of the school is still average”.

It is in Furaha Primary school that informants noted that the candidates of the school perform very well and that the school was the best compared to all the other school in all the camps. One of the teachers asserted that;

“This school is the best in all the camps in Daadab. The performance is very good. Most of the best performing students in the camp come from this school. Last year the best student had 397 marks while the lowest mark was 210.... Many of them join Alijugur secondary school which a host community school in this area”.

To improve quality of education in the camps, informants suggested that; agencies should employ more teachers to meet the population of the learners, construct more classrooms to avoid congestion and attract more OOSC, provide adequate learning materials for all the levels (E.C.D, primary and secondary), ensuring adequate security for the secondary schools, introduce a feeding program to encourage retention of learners in school, provide the ECD sections with adequate playing materials (see-saws and slide), provide adequate learning materials for the children with disability (CWD) and provide mentorship programs and guidance and counselling to discourage absenteeism and drop-outs.

2.2.4 Status of transition

Transition from ECD to Primary School

The BOM and the teachers were of the opinion that transition from ECD to Primary is good almost all the children who enrol for ECD join primary school. ECD teachers from Horseed Primary School

emphasized this by saying.

“The transition is ok because most children who attend E.C.D classes after finishing proceed to the primary level, you know as teachers we normally consider several factors before promoting a child to the next level. We consider the child’s handwriting, if the child can read and write properly. Most children proceed to the primary level because they can be able to meet these requirements.”

The teachers noted that there are factors that positively affect the transition of children from ECD to Primary which include, teachers commitment to ensure that they move to the next level by following up with the parents to ensure that the children who finish ECD don’t stay at home but are enrolled in school. On the other hand there are other factors that negatively affect this transition which include: requirement for ECD pupils to pass exams as prerequisite to enrol in primary and often the tests were not standardised but based on teachers’ judgment. Also, some parents withdraw their children due to lack of feeding programme; parental ignorance also contributed negatively towards transition since parents had a low understanding on the value pre-school education. If their children have qualified to join the primary session they don’t bring them to enrol to start primary education. Some prefer to take them to attend the madrasas/duksi. Furthermore, lack of adequate learning materials considering the high population of children sometimes makes teachers not to be sure whether the children are qualified to proceed to the primary level.

Transition from Primary School to Secondary School

Transition from primary to secondary was very low. Head teachers attributed non-enrolment for girls to early marriages (52%) and low grades in KCPE which make them miss the cut off entry marks (22%). Other reasons that make girls not transit to secondary level were domestic chores, lack of sanitary towels and resettlement/repatriation. Low KCPE grades (28%) and child labour (17%) explained most of the non-enrolment among boys at the secondary school level. Lack of family support, parental ignorance and early marriages also affected boys’ transition.

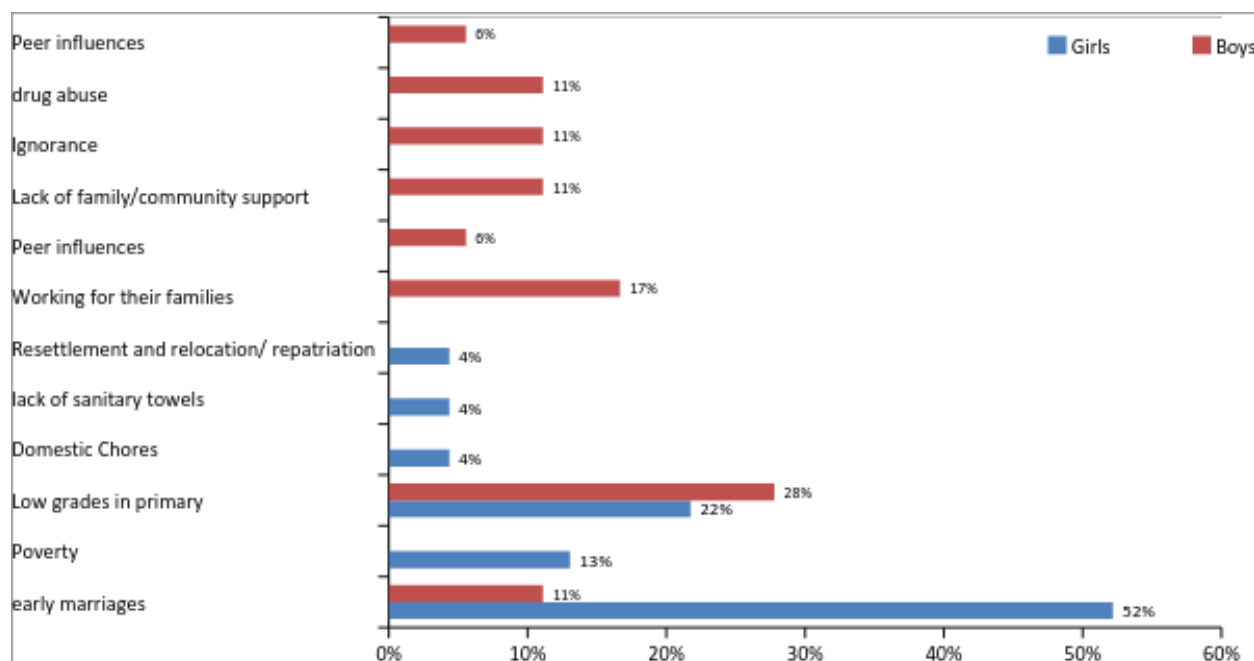


Figure 2. 10: Head teachers Responses on Reasons for Non-enrolment at the Secondary Level

Interviews and FGDs with students, BoM and teachers corroborated head teachers views on why many children do not enrol in Secondary schools after completing primary school. They also noted that lack of adequate secondary school spaces and agency support for all children who sat KCPE was the underlying factor. Teachers from Unity Primary had this to say in this regard,

“In addition, the agencies set up a pass mark to join these secondary schools. For boys it is 210 and the girls it is 180. Those who do not attain these marks have to move on with their lives, they look for income generating activities like shoe shining while the girls do domestic chores like washing clothes for pay. Very few of them repeat, when they do so they are taken back to either class 6 or 7.”

2.2.5 School Management

The average teaching experience for a head teacher in a primary or secondary school in Dadaab Refugee Camp was only nine years, while the average number of years served as head teacher was just three years, an indication of the generally low experience head teachers held. Primary schools and secondary schools also faced a high turnover in the leadership of the schools. The average number of years served by a head teacher in primary and secondary was 2 and 3 years respectively. This is a manifestation of instability in the tenure of school heads.

Table 2. 17: Head Teachers Years of Services in Schools

Experience	Primary school level	Secondary school level
Head teachers average teaching experience in years	8.6	9
Years served as head teacher	3.3	2.6
Years served as head teacher in the current school	1.5	2.6

There were also huge gender imbalances in the composition of management of schools as 97% of the primary school head teachers and deputies were men.

Findings on the existence of school management structures found that all schools had valid and functional BoMs. The BoM establishment of the BoM should however follow the Basic Education Act stipulations as much as possible. The assessment also established that BOM members play a vital role in the schools and in the community. Some of the roles include; supporting the teachers in managing and handling development issues in the school for instance sensitizing the parents on the need to participate in infrastructural development, helping the agencies to mobilize parents so that they can be trained wherever there are trainings that are being offered by the agencies, solving any disputes that are likely to affect the relationship between the teachers in the school and the community, finding out the needs of the school and report to the agencies that are responsible, acting as class representatives, where each of member has a class to be in charge, offering guidance and counselling to the pupils/ students and working hand in hand with the teachers to follow up on classes of absenteeism and drop-outs. The BoM did not however perform financial oversight functions.

It was also established that the schools in the camps generally had a very good relationship with the community around them. Apart from a few community members, generally, the communities had a positive attitude education. Most parents also participated in the development of the school through constructing infrastructure like desks and chairs and actively attending meeting when called upon in school. One of the BOM members noted that;

“The relationship is good because the majority of the community members have a good attitude towards education. When the parents are also called for meetings in the school they show up in large numbers. Parents also help in developing the school just like we had told you parents contributes towards making the desks of the school and paying the carpenters....Another thing is that the agencies also have trained some community members on the importance of education and that are why they are also enrolling their children in large numbers”.

2.2.6 Continuity of Education after Repatriation

Overall, assessment findings established that refugees did not want to go back to Somalia, due the perceived insecurity in the country of origin and uncertainty on the availability and quality of basic services especially education in COO. There were strong feelings against repatriation in all FGDs held with learners, teachers, and BoMs. This was emphasized by a BOM member from Unity Primary who

said;

“For me I think taking people in Dadaab back to Somali is just like taking us to hell. In Somalia there is no security. Clans fight every now and then, the Al shabaab fight with the government all the time and moreover almost 75% of the country is being controlled by Al shabbab. It’s better for us to stay here. Our children will not learn in Somalia. Most of them will just be abducted and recruited in the militia, the men will be forced to join too and the women will really suffer. Some of them will be raped. Why should the Kenyan government do this to us? We only know Dadaab. Let’s just stay here.”

Ministry of Education officials also observed that notice given on repatriation had created ‘*anxiety and confusion in the education sector*’. One official asked, ‘*what do we do next year (2017)? Do we register candidates or do we go by the 6-month notice?*’

To minimize disruption of education services and ensure smooth transition in if repatriation took place stakeholders suggested the need to;

1. Ensure collaboration between the Kenyan government and the country of origin governments.

The priority education collaboration strategy will involve;

- Provide a conducive learning environment including safety and security and basic services
- Provision of all the basic needs that are required in the smooth running of the schools like food, water, health and shelter
- Curriculum development/harmonization
- Knowledge transfer –teachers training in Kenya
- Harmonization of salaries based on salary scales in the country of origin
- Supporting appropriate placement, e.g MoE providing transfer letters/school leaving certificates
- Put in place bilateral mechanisms for support by Kenya Institute of Curriculum Development and Kenya National Examination Council etc to support education services in transition period
- Ensure adequate flow of information to curb uncertainty and speculation

2. Put in place appropriate international community support including;

- NGO’s to support the government in setting up school infrastructure
- Policy development
- Provision of appropriate learning/teaching materials in schools in the COR
- Funding salaries
- Information sharing with partners and stakeholders
- Putting up education infrastructure.
- Provision of adequate teaching and learning materials.
- Cross border coordination.
- Strengthen COO language of instruction/language of catchment area.

- Advocacy for a harmonized curriculum.
- Training of teaching force.
- Set up their offices in Somalia, identify safe places, set up camps and provide the basic needs like food, clothing and health
- Map education opportunities and schools
- Strengthen COO language of instruction

The views of most stakeholders on how repatriation should be handled are succinctly captured by one of the head teachers who said;

“There should be proper arrangements to integrate those being moved into a particular education system, through appropriate support, educational services, adequate collaboration between the two governments and the agencies working on education in Dadaab and Somalia. There should be a gradual integration process preceded proper planning and engagement and participation of all stakeholders.”

2.2.7 Continuity of Education after Relocation

Informants considered this as an easier option to implement uninterrupted education services compared to repatriation.

The informants were of the opinion that the Kenyan government should assure them of security when they are relocated to Kakuma, and coordinate the provision of transfer letters indicating the classes the children were in.

On the other hand the informants mentioned that the agencies should ensure that there are enough schools to accommodate the children relocated to Kakuma. In addition agencies should coordinate the placement in schools and provide and the all the required school items. Furthermore they should continue to provide the benefits that the children have been enjoying in Dadaab. This was highlighted by a teacher from Unity Primary who said *“The same benefits that the children have been getting here in Dadaab should be extended in Kakuma e.g. Windle Trust Kenya have been giving uniforms, sanitary pads and books to the girls”*. Informant also recommended that the agencies ensure that there is no discrimination in the camp; these sentiments were echoed by a pupil from Upendo Primary who said, *“The agencies should ensure that we are not discriminated in school and in the community. We should be treated equally like the refugees there”*

2.2.8 Priority Actions to Improve Quality of Education in the Camp

During the assessment, head teachers, teachers, learners and BoMs were asked to give priority actions that UNHCR and partners should take to improve the quality of education in the camp. Primary school teachers identified the following priority actions; increasing salary for incentive/community teachers/staff (23%), provision of adequate teaching and learning materials/aids (20%), teacher training (17%), employing more qualified teachers (15%) and improvement or increase of school

infrastructure (13%).

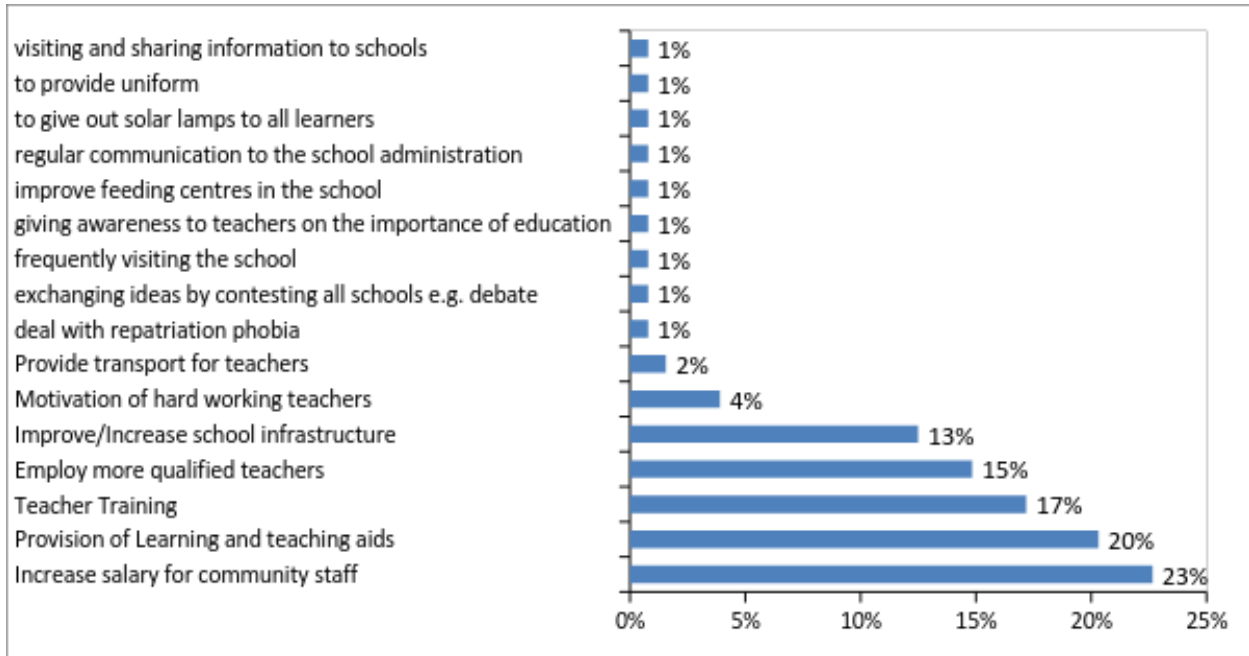


Figure 2. 11: Primary school head teacher's priority actions needed to improve education quality

Secondary school head teachers' priorities for improving the quality of education in the secondary schools were increasing the number of teachers (22%), teacher motivation 17%), provision of adequate teaching and learning materials/aids (17%) improving or increasing school infrastructure (17%).

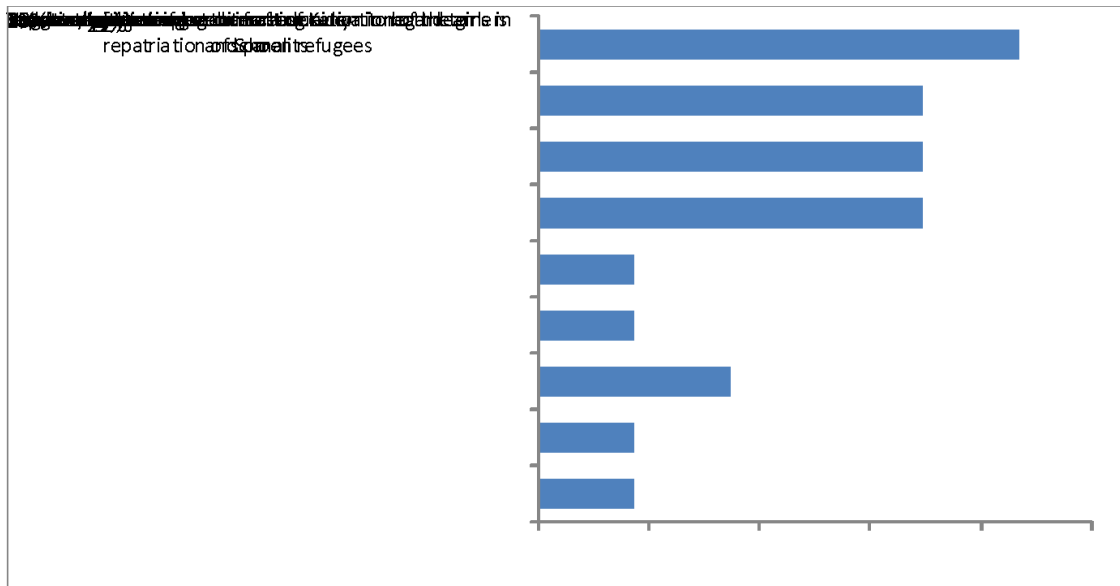


Figure 2. 12: Secondary school head teacher's priority actions needed to improve education quality

3.0 RECOMMENDATIONS

Based on the assessment findings the following recommendation are made to help improve on the quality of education in Dadaab Refugee camp with an aim of enrolling more Out of School Children;

In order to increase enrolment, improve school attendance and retention and address education quality concerns recommendations and key action points for the community and school levels are proposed.

a) Community level related recommendations

- There needs to be more sensitization of parents on the importance of education, to enhance parental knowledge and improve attitudes on the value of education.
- In addition, agencies should initiate income generating activities to improve livelihoods and reduce cases of child labour, a major obstacle to school enrolment. The Save the Children Food voucher initiative that tied food support to attendance could be useful in conditioning economic empowerment to school attendance.
- Also, reviewing and improving the package of support given by agencies to cover unique needs need to be done. These include the quantity of food rations and enhanced support for scholastic materials. Resuming the *'initial 10 Kgs of wheat, sorghum, maize, oil rations that used to be given and that was reduced to 4 Kgs, which is never enough'* would be worth considering. Furthermore, agencies should identify the child headed families and offer targeted support in the provision of the basic needs.
- In child-headed household, children should be cushioned to be able to attend school without worrying about other responsibilities at home that require money.
- More support is still needed for CWDs directly and/or for children whose parents are disabled. Provision of assistive devices, such as wheel chairs, to parents, can easily make parents release children to attend school.
- Other interventions include taking legal action against the parents who do not enrol their children in school, addressing issues of safety on the way to and from school and having role models in the society to inspire young children to learn.

b) School level related recommendations

- Hire more qualified teachers, especially women and paying incentive teachers better, improving teacher subject knowledge and pedagogical skills,
- Provide adequate teaching learning materials/aids and rehabilitate or expand school facilities including toilets,
- Ensure there is a sustainable school meals programme,
- Attract and retain effective school heads,

- Provide adequate sanitary packs for girls,
- Build the capacity of BoMs, among others, should be able to pull children in school and reduce the current number of children being pushed out.
- Considering that most learners were overaged; the accelerated learning programme pathway needs need more support.
- On the other hand integration of Duksi/Madrassa with formal schooling in ECD and primary schools will go a long way in increasing enrolment in pre-school and primary school.
- Provide transport for the children who come from distant blocks and camps,
- Use the in-school children as education ambassadors, to the reach out- to -out of school peers, about the importance of education,
- Create of a more conducive environment for learning by also promoting and encouraging participation in co-curricular activities
- Establish special units and provide of adequate resources for the children with disabilities to learn.
- At the secondary school , lower the pass mark of the children enrolling in secondary schools or adopt an automatic primary-secondary promotion policy
- Similarly, agencies should encourage education for all nationalities and target minorities so that those like the Sudanese, the Rwandese, the Burundians, and the Congolese 'who think that education in the camps is only meant for the Somalis only'.
- Lastly deal with uncertainty due to repatriation notice by ensuring better collaboration between the Kenyan government and the country of origin governments and putting in place appropriate international community support is necessary to stem the current anxiety in the education sector

APPENDIX

APPENDIX 1: OOSC Assessment Field Work-plan

DAY	TIME	ACTIVITY
MONDAY (28th November)	8:00-10:00	Travel to Dadaab
	10:00-12:00	De-Briefing
	1:00-2:00	Lunch Break
	2:00-4:00	INIS Data Review
TUESDAY (29th November)	9:00-12:00	Consultation with Partners Distribution of School Questionnaires
	1:00-2:00	Lunch Break
	2:00-4:00	Meeting with Education Officers (Daadab Office) & MoEST officials)
WEDNESDAY (30th November)	SCHOOL/CAMP	ACTIVITY
	Upendo Primary School (Hagadera)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		FGD with ECD teachers
		Administering Head-Teacher Questionnaire
	Hagadera Secondary School(Hagadera)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		Administering Head-Teacher Questionnaire
		Administering Head-Teacher Questionnaire
	THURSDAY (1st December)	Unity Primary School (Dagahaley)
FGD with B.O.M Members (6 male and 6 female)		
FGD with ECD teachers		
Administering Head-Teacher Questionnaire		
Dagahaley Secondary School (Dagahaley)		FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		Administering Head-Teacher Questionnaire
		Administering Head-Teacher Questionnaire

FRIDAY (2nd December)	Furaha Primary School (Kambioos)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		FGD with ECD teachers
		Administering Head-Teacher Questionnaire
	Alin Jugur Secondary School (Kambioos)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
Administering Head-Teacher Questionnaire		
SATURDAY (3rd December)	Hillaac Primary School (IFO2)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		FGD with ECD teachers
		Administering Head-Teacher Questionnaire
	Nasib Secondary School (IFO2)	FGD with Boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
Administering Head-Teacher Questionnaire		
MONDAY (5th December)	Horseed Primary School (IFO1)	FGD with boys and Girls (6 Boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
		FGD with ECD teachers
		Administering Head-Teacher Questionnaire
	Towfiq Secondary School (IFO1)	FGD with boys and Girls (6 boys and 6 girls)
		FGD with B.O.M Members (6 male and 6 female)
Administering Head-Teacher Questionnaire		