

THE UNIVERSITY OF NAIROBI
INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES

FOREIGN AID AND POST PRIMARY EDUCATION IN KENYA
CASE STUDY OF DADAAB REFUGEE CAMP (2002-2012)

BY
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DECLARATION

This research project is my original work and has not been submitted for the award of a degree to any other university.

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DEDICATION

I dedicate this work to my whole family for their priceless support, love and encouragement throughout my study period.

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To God be the glory, Great things He has done!

ABSTRACT

Foreign aid policy is a powerful tool used in international relations by states for purposes of meeting certain national interests. It may be perceived as financial, material or personnel support by donor countries to provide developmental or humanitarian assistance to recipient countries for the purpose of solving certain problems or for gaining an influence over the recipient nations. This paper looks into the role foreign aid has played in so far as provision of post primary education among the refugees in Dadaab is concerned. It majorly examines the actions of major donor agencies and governments working hand in hand with United Nations High Commission for Refugees. This study sets out to find out the objectives of Foreign aid providers to foster post primary education and recommends appropriate improvements. It also identifies other players who ought to be part of foreign aid agenda on refugee crisis in Africa.

This study puts refugee education crises in Kenya and the region as an African problem which suffers negligence from the continent. The study uses interdependency theoretical framework as analytical tools. The study comes to the conclusion that refugee problem is a problem for every state on the globe and international community is affected by it in one way or another hence the need for collective contribution to reduce its effects through tangible support towards post primary education which would significantly reduce other global disasters like poverty, global terrorism, insecurity among other forms of instability. The international community has played a significant role through its membership with United Nations in addressing this problem but that is just a drop in the ocean. The study appreciates that refugee problems are humanitarian hence not prone to hostile aid ties compared to other foreign aid and grants. Various policy adjustments and consultations between the donors and the government are significant in advancing the dream of educating a refugee at post primary level. This kind of aid may have other economic effects on the domestic economy of the host country but they enjoy a little more political will than other forms of aid as this does not usually jeopardize the sovereignty of states in this globalised world. The final analysis shows that foreign aid is a significant factor on which humanitarian interventions like refugee post primary education are highly dependent in pursuit of human right objective and making the world an equal opportunity for all.

LIST OF ACRONYMS

ACAPS	Assessment Capacities Project
AL	Arid Lands
ALP	Accelerated Learning Program
ALRMP	Arid Lands Resource Management Program
AU	African Union
Cescvi	Cooperazionee Sviluppo
CIA	Central Intelligence Agency
CIDA	Canadian International Development Agency
CRC	Convention of the Rights of the Child
CSO	Civil Society Organisations
DAFI	German Academic Refugee Initiative Fund
DFID	Department for International Development
DMO	Dadaab Main Compound
DRA	Department of Refugee Affairs
EAC	East African Community
EDCG	Education Donor Coordination Group
EFA	Education for All
EU	European Union
FRIDE	Fundación para las Relaciones Internacionales y el Diálogo Exterior
GTZ	German Technical Cooperation
GNP	Gross National Product
GJLOS	Governance, Justice, Law, Order Sector
JC	Jesuit Commons
JC: HEM	Jesuit Commons Higher Education at the Margins Initiative

JRS	Jesuit Refugee Service
KESSP	Kenya Education Support Program
MATAWI	an organisation which builds the capacity for refugee women
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MDG	Millennium Developmental Goals
FTI	Fast Track Initiative
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
IBM	International Business Machines
ICC	International Criminal Court
MDBF	Multiple Donors Basket Fund
NRC	Norwegian Refugee Camp
DAFI	Albert Einstein German Academic Refugee Initiative scholarships
DRA	Department of Refugee Affairs
DRC	Danish Refugee Council,
IOM	International Organisation for Migration
IRC	International Rescue Committee
JFA	Joint Financing Agreement
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNCHR	Kenya National Commission on Human Rights
LWF	Lutheran World Federation
MSF	Médecins Sans Frontières (MSF) International
NCKK	National Council of Churches of Kenya
NGOs	Non-Governmental Organisations
KIE	Kenya Institute of Education

LWF	Lutheran World Federation
OCHA	(UN) Office for Coordination of Humanitarian Affairs
PWC	Price Water House Coopers
REF	Refugee Education Trust
RI	Refugee International
STC/UK	Save the Children, United Kingdom
SWAp	Sector Wide Approach
TB	Tuberculosis
TVET	Technical and Vocational Education Training
UBC	University of British Columbia
UIP	Universities Investment Projects
UK	United Kingdom
UNHCR	United Nations Human Commission for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Program
UNDSS	United Nations Department of Safety and Security
UNFPA	United Nations Population Fund
UNWFP	United Nations World Food Program
UPE	Universal Primary Education
US	United States
USD	United States' Dollar
WCRWC	Women's Commission for Refugee Women and Children
WHO	World Health Organisation

WTK	Windle Trust Kenya
WUSC	World University Service
VAT	Value Added Tax
YEP	Youth Education Pack

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CHAPTER ONE
FOREIGN AID AND REFUGEE EDUCATION AT POST-PRIMARY LEVEL IN
KENYA (2002-2012)

1.1 Introduction

Foreign aid is an important source of support to cater for humanitarian and developmental needs of states. Foreign aid takes the form of loans, grants, and investments. Refugee education in Kenya is a significant area of study because it takes into consideration the issues affecting individuals living in Kenya regardless of their countries of origin. Kenya is a dependable host of refugees in East Africa region receiving refugees from Somalia, Ethiopia, Uganda, Tanzania, South Sudan, Burundi, and Rwanda among others.

1.2 Background Information

The mandate of refugee welfare is majorly within the United Nations Human Commission for Refugees (UNHCR). UNHCR works hand in hand with other United Nations (UN) bodies such as United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization in execution of its mandate. The United Nations agencies (UN) being intergovernmental bodies work in collaboration with the government to realize its intended goals. This impact on the nature of the response the UN agencies will make in their bid to actualize their interests in making the world a better place for all. Education for refugees in Kenya is progressively winning local and global attention. Kenya as a signatory to the United Nations Convention on the Human Rights of the Child and Africa Charter on the Rights and welfare of the Child is bound to offer any possible support in the realization of rights and welfare of children. Education is considered as a basic human right for all children, which includes refugee children. According to UNESCO, Kenya hosts approximately 584,951 registered refugees and asylum seekers 300,000 of which are of school going age. These refugees face limited education options and have to rely on Kenya's

education system to access education for a better future. This influx of refugee populations into the country exerts pressure on the Kenya's economy and necessitates international aid in helping the country to cope with the education requirements of refugees at post-primary school level. This paper therefore seeks to establish whether or not there is a relationship between international aid and refugee education at Post-Primary level in Kenya.

1.3 Problem Statement

This research aims to find out the existing relationship between Foreign Aid and Post Primary education in Dadaab, Kenya. A lot of research has been conducted regarding refugees in Kenya but they have little to demonstrate whether or not the foreign aid has contributed to refugees gaining Post-Primary education in Kenya. The research conducted by Oman, Mohamed, 2010 focused on the factors influencing access to primary education in Dadaab refugee camp in North Eastern. This clearly leaves out the case of refugees who wish to undertake or are undertaking Post- primary education in Kenya. A lot of scholarly work has adopted an exclusive approach to refugee education whereby they have focused on Women education or Girl child education in isolation. This is dangerous as it assumes that education for boys need not be given equal attention or that it is already too perfect to look at. Other scholars who have just focused on the primary education for refugees failed to appreciate the need for transition from the primary level to secondary school or tertiary level. Education in Kenya takes a simple format of 8-4-4 which captures Pre-primary, Primary, Secondary, Adult literacy, Special education, Vocational schools among others. Elementary school education is insufficient in addressing the educational needs of an individual as this leaves the individual ignorant and incapable of competitive career life.

A lot of research is needed to break down the forms of aid into measurable units such as amount of funds channelled specifically for refugee education, physical facilities, human resources and empowerment, policy framework supporting the implementation of post primary education for refugees in Kenya and other specialised bodies or specific programs tailored to cater for refugee education at Post-primary level.

1.4 Study Objectives

The overall objective of this study is to examine the external support for Post-Primary education for refugees in Dadaab. Other objectives include;

1. Determining the relevance of international aid for refugees in Kenya
2. Gaining academically authoritative knowledge regarding refugee education at post primary level in Kenya.
3. Making sound and effective recommendations to the government for policy direction in championing the education for refugees and secure Kenya's economy from the burdens of hosting ignorant refugees.

1.5 Literature Review

1.5.1 Introduction

Merriam Webster dictionary defines foreign aid as assistance given to one state or another. This kind of aid may take the form of movement of capital, services or goods from one country to another. Other forms may be in terms of technical assistance and training to empower people in realisation of certain purposes¹. The word "foreign" refers to something or person, who is born in, belongs to or carries the feature of some place or nation which is

¹ <http://www.merriam-webster.com/dictionary/foreign%20aid>

not the one in consideration². This definition indicates to us that the origin of something is in terms of defining it as either local or foreign. The word “aid” as a verb, refers to providing what is of use and necessity in realisation of an end³. When we take “aid” as a noun, it therefore means a useful and necessary provision in the realisation of a particular end. UNHCR defines a ‘refugee’ as a person who has been forced to leave his or her country due to war or persecution of violence. The reasonable fear of a refugee is founded on persecution on grounds of race, religion, political opinion, nationality or membership in a certain social group. These people can hardly return to their original homes or may lack the boldness to do so in the best interest of their circumstances⁴. The word education has rich meaning. It is derived from a Latin word “Educatum” which refers to the act of training or teaching. “Educare” is a Latin word that stands for “to raise” or “bring up”. Another Latin word from which “education” could have derived is “Educere” which refers to “to lead forth⁵.” These definitions present education as a process that seeks to develop in born capacities of an individual to make him a better person. Educating an individual equips him with desirable knowledge, necessary skills, guided interests, shaped attitude and stimulate his ability to critical thinking. The individual gains the knowledge of geography, arithmetic, history, sciences and language. The individual nurtures the understanding about the important issues of life, the human interactions, and the cause-effect relationship among others. The individual acquires writing skills, speaking skills, arithmetic abilities, creative drawing, and the ability to operate certain equipment, appreciate social work and embrace democracy in the society as a reality among other social dynamics. Education aims at making the society develop critical outlook towards issues of life and enhance the capacity to take decisions without bias, prejudice, superstition and unfounded beliefs.

² <http://www.merriam-webster.com/dictionary/foreign>

³ <http://www.merriam-webster.com/dictionary/aid?show=0&t=1366794054>

⁴ <http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4950731/>

⁵ <http://www.preservearticles.com/201105056299/meaning-and-definition-and-concept-of-education.html>

1.5.2 The Uniqueness of Refugee Situation in Provision of Refugee Education

Refugees are special individuals in Kenya and the region. They are the victims of unfortunate circumstances and ought not to be discriminated against in any way in so far as access to human rights is concerned. Education is a powerful tool that empowers individuals and reduces inequality in the local society, regional society and the global society. Refugees are special in the sense that they do not enjoy citizen rights and their life is at times restricted in certain regions of the country like Kakuma, Dadaab and other major towns in Kenya.

There is an increase in the access to education for refugees as days go by in Kenya. Refugees have taken it upon themselves to motivate their children to attend school. The number of refugee children attending primary school education is on the rise and secondary or post primary level too. The value of education for refugees is fuelled by the thinking that it would make them self reliant and build their societies.

1.5.3 The Role of Refugee Education Trust in Provision of Refugee Education

Kenya and other developing countries allow refugees to establish self-help secondary schools. The host communities have provided support to refugees' education by admitting teenagers into their schools. The refugees have been to a large extent unable to finish their education which has made it difficult to attract qualified teachers. The host schools have had the challenge of low capacity to admit students thus leaving many potential teenagers out of education venture. The formation of independent Refugee Education Trust (RET) in December 2000, by Sadako Ogata, former High Commissioner for Refugees, aimed at providing quality post-primary education to the refugee children. This was a positive outcome of the consultations within UNHCR and other stakeholders to establish an

independent organisation focusing on quality post-primary education⁶. RET also focused on enhancing regional peace and development, sexual abuse and child soldier enrolment concerns. RET would also foster better quality of education and access for girls to education. RET had the target in 2000, to raise the enrolment into post primary institutions from 3% of the refugees in developing countries, approximately 50,000. The target was to double this to 6% by 2006. RET submits persuasive proposals public and private donors for funding⁷. This brings in the aspect of aid to fund education of refugees. Post primary education is essential in various ways as recognised by Refugee Education Trust. It provides the relevant training to the refugee learners in terms of content. For instance, by providing Peace education to foster regional peace and development, Aids and health education for a healthy society. RET also trains teachers, trainers and managers necessary for the rehabilitation when the refugees return to their home. This training also prepares refugees for possible and helpful integration into a developed country for those who finally decide to relocate. A trained refugee enjoys a little more access to jobs which minimises pressure that would result in unnecessary economic migration⁸.

1.5.4 The Role of International Community in Provision of Refugee Education

The international community have demonstrated their support for refugee education. The commitment to ensure that all children in harsh circumstances have access to free and compulsory education of good standard formed the part of the World Education Forum in Dakar, 2000. The 180 countries present supported Education for All (EFA) which caters for refugees too. Education is recognised as a basic right by the 1948 Universal Declaration of

⁶ UNHCR (2002), Mid-Year Progress Report 2002. UNHCR, Geneva

⁷ Refugee Education Trust (2002) Post-Primary Education for Refugee and Displaced Children: Access, Quality, Equity: Activity Report May 2001-2002. RET, Geneva

⁸ Refugee Education Trust (2002) Post-Primary Education for Refugee and Displaced Children: Access, Quality, Equity: Activity Report May 2001-2002. RET, Geneva

Human Rights, the 1951 Convention Relating to the status of Refugees and the 1967 Protocols, the 1966 Covenant on Economic, Social and Cultural Rights, the 1989 Convention on the Rights of the Child, The Geneva Conventions and several Regional Agreements. Millennium Developmental goals by the United General Assembly on 6th September 2001 adopted Universal Primary Education (UPE). Refugee education still suffers from underfunding and inadequate support leading to low enrolment rates, low quality and gender disparity. The data from Women's Commission for Refugee Women and Children (WCRWC), Global Survey on Education in Emergencies, February 2004, shows that more than 27 million victim of armed conflict and refugees lack access to formal education. It is incumbent upon the state to promote the right to education of member states especially for those who ratified the 189 Convention of the Rights of the Child (CRC).⁹

1.5.5 Harsh Government Directives as a Threat to Refugee Stability

Melanie Teff and Mark Yarnell report¹⁰ on that status of refugees in response to the government's directive to relocate refugees from the city of Nairobi to their camps shows part of the major challenges refugees face. The ad hoc decision being undertaken by the government seems to be against the rights of the refugees on the ground of fighting terror suspects from the city. The report captures the desperation of refugees to earn a living and live peacefully as they are harassed by the security officers who extort bribe from them. This threat of relocation and bribery tends to show open discrimination against refugees which makes it difficult to lead an ordinary life. In this regard, education becomes a farfetched idea for them if they can't stay peacefully. Their policy recommendations to the UNHCR not to use the funds meant for decongesting Dadaab camps not to be redirected to relocating them to

⁹ Innovative Strategic Partnerships in Refugee Education, Education Unit UNHCR 2004

¹⁰ Refugee International Field Report by Melanie Teff and Mark Yarnell, Kenya: Government Directive Leads to Severe Abuses and Forced, February 27, 2013.

the very camps reiterates the need to safeguard the authority of UNHCR to play their role in assurance refugee rights and safety. Their recommendation for the United States, United Kingdom and European Union to put pressure on the government of Kenya not to execute its directive on refugees living in urban centres, to continue registering asylum-seekers in cities and allow services for refugees in urban areas, to direct investigations on abuses committed by Kenya's security officers against refugees and ensure favourable living for refugees is a clear display of the nature of the refugees conditions affecting their ambitions part of which is to pursue educational goals.¹¹

1.5.6 The Role Public Schools in Provision of Refugee Education in Kenya

Post primary education for refugees in Kenya that relies on public schools will definitely be affected by the challenges facing public schools. The Policy Framework for Education, Aligning Education and Training to the Constitution of Kenya (2010) and the Kenya Vision 2030 highlights various challenges facing the education sector in Kenya. The universal free primary education has increased the access to secondary school but the retention of pupils at primary school level has been a great challenge irrespective of the government's budgetary allocation for the program. The quality of education remains a challenge to the government. The issue of governance, management and implementation of education needs to be addressed on a serious note. Poor management of teachers when it comes to deployment and discipline should be considered too. Poor financial management systems, lack of transparency, predictability of funding, poor flow of resources and information has contributed to misappropriation of funds. The problem of overcrowding, unfavourable teacher-student ratio, shortage of places in secondary schools to absorb primary school

¹¹ Refugee International Field Report by Melanie Teff and Mark Yarnell, Kenya: Government Directive Leads to Severe Abuses and Forced, February 27, 2013.

graduates, inadequate resource allocation for infrastructure in Arid Lands (AL), failure to safeguard the educational needs of vulnerable children and young adults, inability to provide specialist support and equipment to deserving children, gender and regional disparities, handling the need for flexible curriculum and assessment system, management limitations in coordination of establishment of new schools and collection, management and use of planning and financial information exist. Refugee education at post primary level is influenced and shaped by laws, regulations and policies of the nation. International Humanitarian and Human Rights law take into consideration education facilities, teachers, learners and support personnel. The laws, policies and regulations favour continuity of education, establishment of education facilities and their safety is important. The laws and policies address the immediate context needs through participation and inclusion. The national education policies enjoy the support of action plans, budgets and laws for quick response in case of emergency. These laws empower refugees to use the curricula and language of instruction in the host country or of their original country. The laws and policies empower non-state actors like Non-Governmental organisations (NGOs) and UN agencies to establish refugee education programs.¹² The national authority plays a key role in enhancing refugee education for its duty to protect, respect and fulfil the right to education. The international rules on the care of populations put emphasis on youth and children. It covers areas like early childhood education for children under six years, recreation, nutrition, prevention of abuse among others. The Geneva conventions which national authorities and international stakeholders are obliged to support give the teachers, learners and education personnel civilian status and education its facilities. This protection promotes continuity of education of refugees.

¹² INEE (2012), Minimum Standards for Education: Preparedness, Response, Recovery, p.107

1.5.7 Role of Education Indicators in Provision of Quality Refugee Education

The UNHCR attaches a lot of importance to education standard and indicator information. This information is helpful to secure financial support from donor countries or donor organisations. For instance, countries reporting over 100% enrolment and having qualified teachers would imply that they are performing well in access to good quality education. Statistics provide information necessary to detect major gaps in refugee education at post primary education level in Kenya. These gaps provide the basis for channelling and allocating resources to refugee education. This data is also important in seeking out new and strengthening existing partnerships. The UNHCR may use data that shows a very low percentage of enrolment for the youths aged 15-24 years in significant training programmes to boost non formal education ventures. The education statistics for post-primary level education ought to appreciate education indicators comprising enrolment rates, challenges with enrolment indicators, gender parity, percentage of adolescents aged between 15 and 24 years, the number of students per teacher, the percentage of qualified or trained teachers and the percentage of female teachers.¹³

1.5.8 Role of Partnership in Provision of Refugee Education

World University Service (WUSC) shows that right to education usually ends with primary school students. This creates competition among the students when it comes to joining secondary school as the schools are few in number. The access to colleges and universities is a challenge to refugee students too. WUSC has worked in Dadaab and Kakuma with the Windle Trust Kenya (WTK) as their main partner since mid-1980s. They focus on improving the quality of education in refugee camps, increasing the enrolment of girls into secondary

¹³ UNHCR Education
<http://www.unhcr.org/protect/405027d34.html>

schools and creating opportunities to pursue tertiary education in Canada.¹⁴ Refugee education in Kenya at Post-primary level has made significant progress. Students from South Sudan have benefitted to study through WUSC Student Refugee Program. The successful students have managed to go back to the now independent Republic of Southern Sudan to provide services in government, civil society and other relevant areas and bring development in their country. Somalis too are working in their country with United Nations and former child soldiers who help in prosecuting war criminals at Arusha International Criminal Tribunal for Rwanda.¹⁵ Students in Canada have supported refugee education in Kenya through various engagements which has influenced their career in the area of international cooperation and international development. WUSC appreciates the need for partnerships for refugee education to succeed. It calls for commitment and dedication of partners to push the refugee education agenda in Kenya. The Student Refugee Program works with student volunteers to the college institutions and university, Canadian government, Citizenship and Immigration, Quebec Government, IOM, UNHCR, local partners and donors playing critical roles to successfully implement the refugee program. WUSC identifies culture as a main reason creating gender disparity in secondary school education for refugees. It finds that girls role in domestic work is given priority to attending class which limits their learning capacity. Poverty pushes girls to work for income or stay at home as the family works to raise funds. Early marriage pushes girls out of school. Circumcision creates health problems and unnecessary school drop outs. Lack of sanitary pads and inadequate privacy in schools makes girls to miss out of school during menstruation. Girls' who are shy and experience minor status in class are often intimidated from showcasing their academic muscle which lowers their performance. They recommend the need to confront these cultural practices through

¹⁴ <http://wusc.ca/en/region/kenya>

¹⁵ Ibid.

targeted interventions with the communities, families or the girls themselves to minimise the negative impact to education. WUSC through its Shine the Light Program provides solar lamps for studying in dark or for providing remedial education to girls on holidays and weekends which has helped minimize the gender gaps in access to secondary school education.¹⁶ Window Trust Kenya (WTK) appreciates the fact that education is an important human right and provides secondary education for refugees as way to transform the society in Kenya and the region. It currently implements secondary school education in about 7 schools in Dadaab refugee camp. It ensures teachers are qualified and trained. It further ensures that the school administration is efficient and learning facilities and materials are available. It also focuses on reducing the constraints to girls accessing secondary education. It widens its scope to foster co-curriculum activities including sports, building educational collaboration and strengthening the participation of community in secondary education. WTK provides guidance and counselling to secondary school students. WTK also factors in farmers' children through a special program in Kuria and Migori Districts in secondary school. Window Trust Kenya doesn't operate in isolation but undertakes to implement certain scholarship programs such as DAFI (German Academic Refugee Initiative Fund), DD Puri (a foundation that supports the less fortunate), MATAWI (builds the capacity for refugee women), UNHCR Training Grant (supporting learners to access education in colleges and universities in Kenya), WTI (Windle Trust International) and WUSC (World University Service of Canada which supports qualified refugee students to pursue education in more than 25 Canadian institutions of higher learning).¹⁷ Window Trust Kenya attempts to address equity in education by providing training on weekends and school holidays. It recruits staff to coach girls, provides solar lamps to girls and buys books and stationeries for girls by receiving donations from partners. WTK provides English language program to unify refugees

¹⁶ Ibid

¹⁷ <http://www.windle.org/programme.html>

coming from diverse linguistic backgrounds and facilitate their access to education. This enables the refugees to access other important services provided in the camp including protection services. WTK offers Communicative English Language Program to refugees in Dadaab and Kakuma camps. This training benefits women, youths, teachers and community leaders. WTK currently has the initiative to undertake Borderless Higher Education with Kenyan and foreign Universities to make education a major achievement in the lives of refugees.¹⁸ A publication of UNHCR dated 11; Apr 2013 indicates tangible initiatives to expand education opportunities for refugees. UNHCR and the Jesuit Refugee Service have through Jesuit Commons, Higher Education at the Margins Initiative (JC: HEM) signed an agreement. This agreement aims to provide opportunities for higher education for refugees through on-site and online courses. This becomes an expansion of online courses currently undertaken in Kenya, Jordan and Malawi and will affect regions covered by UNHCR and JRS. UNHCR prioritises access to education at primary, secondary and higher education for refugee students but limited resources a major barrier to its efforts.¹⁹ Some refugees in Kenya are already undertaking online higher education programs and diploma courses with the Regis University in Denver, Colorado. They have also enrolled in certificate courses by other Jesuit universities. Education is seen as a form of healing to refugees with the interest of rebuilding their communities. The partnership seeks to exploit the probability of providing distance learning courses in various languages. The plans include developing an appropriate curriculum to build capacities of refugees and host communities. Students enjoy online instruction and guidance from members of the faculty in Jesuit higher education programs around the world. This agreement looks to raise refugee enrolment to higher education by harnessing technology at university level. This would make higher education the norm rather

¹⁸ Ibid

¹⁹ Türk, UNHCR's Director of International Protection

than the novelty.²⁰ The UNHCR introduced a 5 year education plan to increase access to higher education. They also sought to expand the number of scholarships at university level and build access to chartered distance learning programs for refugees. This agreement, at the moment empowers UNHCR partnership with faith based organisations involved in the humanitarian sector. This reinforces the dialogue led by High Commissioner for Refugees Antonio. ²¹ There is a University of British Columbia (UBC) aimed at training teachers in Dadaab refugee camp as reported by the Tyler Harbottle, Canadian Press. The U.B.C shows that education in north eastern is seen as being luxurious as only a small fraction of the pupils who finish primary education proceed to secondary school. The UBC intervenes in this situation by providing a two year teaching diploma to up to 700 high school teachers in the camp. Samson Nashon, a U.B.C faculty professor in the faculty of education said that the project would begin in August, 2013. The teachers in the camp lack formal teaching education. Most teachers are refugees themselves having graduated from the same schools they are teaching. The teachers possess high school education qualification but lack access to post secondary training of any reasonable form. The U.B.C faculty of education operating in partnership with York University collaborate with three Kenyan universities to prepare the curriculum for launching the program. The Canadian International Development Agency has an arrangement to provide \$4.5 million grant to sustain the program for 5 years. They value equipping teachers with relevant teaching skills to be productive. Teachers handle a capacity of about 150 students together. Teachers are paid meagre salary of about \$20 monthly. New approach is needed in teacher training as there are cases where up to 20 students share a textbook. Group work is highly advised in this regard. Professors and lecturers will use onsite training, digital materials in forms of DVDs, MP3s and online coursework. The teaching will include peace education curriculum to emphasise the need for tolerance as the refugees come

²⁰ www.jrs.net/news_detail

²¹ <http://reliefweb.int/report/world/unhcr-expand-higher-education-opportunities-forcibly-displaced>

from violence or conflict prone areas. The grant will also cater for the construction of a technology centre for computer and internet access.²² Kerstin Kalstrom admits in a class session in Dadaab that number of refugees who continue to flow into the country and stay for long will continue to rely on Kenya educational system while in Dadaab camp. She appreciates the development of Pre-primary, Primary, Secondary, Adult literacy, Special education and Vocational schools. The refugee education still faces various challenges. Scarcity of resources and poor quality of education are the main challenges facing refugee education in Kenya. Planning cycles conducted annually makes forward planning a great hurdle. Kerstin acknowledges the reality that NGOs are the main education providers in refugee camps. UNHCR and UNICEF play key roles in making education available for refugees.²³ Refugee society is mindful of the need to undertake education. This has organised them into running non-formal schools through refugee communities in form of madrasas and dugsis. The UNHCR, UNESCO and UNICEF being the major UN agencies playing a key role in refugee education for refugees at post primary level, they collaborate with the Kenya ministry of Education (MoE). This creates room to highlight important issues which include strengthening partnerships in refugee education at post primary level and share the agenda to expand education opportunities for all refugees. UNESCO undertook the task to help Somali meet the goal of Education for All. UNESCO began to formulate for Somalia an Education Sector Support Strategy (UNESS). UNESS helps UNESCO to outline its Education Sector's Medium Strategy, biennial programs and define UNESCO's priority in regard to implementation and strategies at nation level. The UNESCO worked jointly with UNICEF to support the Kenya Ministry of Education in organising a workshop that would sensitize on

²² <http://metronews.ca/news/vancouver/623847/ubc-program-to-train-teachers-in-worlds-largest-refugee-camp/>

²³ A class session at Ifo Refugee Camp Dadaab,
© kerstin kalstrom, UNICEF/kCO

Peace Education. This aimed at empowering senior managers in education in August 2010. It brought together the management of Ministry of Education, line ministries and Semi-Autonomous Government Agencies to engage policy issues in Education for Peace. This fostered a clear and strategic approach to the growth of the initiative. The presentations touched on peace building, conflict prevention and conflict transformation through the Kenya's education system.²⁴ The recommendations made included the need for the government to pump in more resources in pre-service and in-service training programs for teachers, to improve the quality, equity and relevance of education. It was necessary for government to widen the mandate for Peace to include the youth and the young people out of school. "Even when we focus on improving education quality, if it doesn't come with a proactive attempt to ensure gender equity, it often doesn't happen. In a majority of instances, it's girls who are left out especially in secondary education."²⁵ UNHCR Global Education Advisor, in her presentation during the Opening Session. In the last several decades, even as human rights instruments and the global development agenda were being enacted and ratified by the UN member states, civil wars and conflicts resulted in the massive displacement of populations both internally and across national borders. Since the 1980s, Ethiopia, Kenya, and Uganda among other countries, hosted and continue to host huge numbers of refugees from Somalia and South Sudan¹. In a context of uncertainty, trauma and deprivation, the realisation by refugee children to rights enshrined in international treaties and agreements, including education, health, protection and security, has proven to be challenging. Refugee girls and women in particular tend to be marginalised as learners and educators in the refugee education system. Globally, while UNICEF has the mandate for children, UNHCR has the responsibility for refugees. Both agencies are guided in their work by equity and equality

²⁴ Elias Noor, Peace Education Campaign in Molo County, UNICEF/kCO

²⁵ www.urpn.org/uploads/1/3/1/5/.../workshop_reportunhcr_final.pdf

goals and a vision of justice and peace. Both identify education, together with protection and health, as strategic areas of focus. There is a growing realisation that by joining hands and working together, the two agencies will be able to make a positive difference in the lives of refugee children in this region. The workshop on Refugee Girls' Education held in Nairobi between July 4 and 6, 2012 bears testimony to the partnership between UNHCR and UNICEF in the eastern Africa. Organised by UNHCR in collaboration with UNICEF, it brought together over 40 humanitarian workers and education practitioners from four countries to reflect and strategize on how, together, they can close the gender gaps in refugee education. This report presents highlights of the workshop content and processes and includes the consultants' observations on the achievements, lessons learnt, and the way forward.

A personal testimony by a refugee from Somalia, Mohamed Ahmed Mohamed brings out many issues that affect education at post-primary level in Kenya. The challenges include restricted movement within the camp, insecurity and poor nutrition. Harsh weather conditions of extreme of heat, windy and dusty causing respiratory diseases in the camps. The available schools enabled him to learn and speak fluent English. He graduated from Unity Primary School in Dagahaley camp. He was able to join Dagahaley secondary school too. He managed to undertake a certificate course in teaching at the Kenya Institute of Special Education. He qualified for a teacher job in the camp and later was employed by UNHCR as a Somali-English interpreter. Ahmed pursued distance learning with Mt. Kenya University and trained as a teacher for primary school and later was resettled in the United States of America. Ahmed hopes to secure a job and join college for a degree and lead a good life. He asserts no intentions to move back to Somalia but Kenya instead as an investor. Ahmed thanks the Kenya government for hosting refugees. He recognises UNHCR for ensuring bearable camp life and IOM (International Organisation for Migration) for facilitating his

resettlement in the USA. His urge to the rest in camp to take advantage of the opportunities at the camp to better themselves shows that there need and efforts to provide education for refugees at post primary level is important in making an individual lead a better life.²⁶ The general understanding that education is more than the mere ability to read and write has gained ground among many great minds. It is something that benefits the refugee host communities, home countries and the world at large. It is clear that free primary education for refugees is mainly provided by partnership between NGOs and IGOs. The approach by Refugee Education trust to exclusively provide Post Primary education for displaced youth is unique and commendable. This education makes the youth to gain self reliance and to repatriate at will and build their nations and neighbours peacefully. Youths who are not equipped to be economically productively are likely to create more conflict in the society. The initiative by RET to provide post primary education to refugees in developing world is priceless. Its inclusion of girls and women in post primary education is keen on equipping women to positively impact on their families, society and future generations. The provision of Relief Education in Transition is a plus. Teaching the youth through life skills, relevant trades create self reliance and minimises conflict. The approach that engages the market, parents, teachers and the community in tailoring a education for the youth is worthwhile. The RET applies holistic and innovative methods to formal and non-formal education which ensures that the refugees are in education supported by their home country or host country curriculum. They also provide refugees education that is market focused to create independence and economic empowerment. Governments and intergovernmental organisations provide funding for refugee youth in emergencies or for development. The independence of RET makes it more effective and less vulnerable to sabotage. The tact of

²⁶ <http://nairobi.iom.int/press-a-media/item/398-i-cant-trace-my-roots-the-story-of-a-somali-refugee>

forming strategic alliances with UNHCR and UNESCO to deliver its vision is commendable.²⁷ The issue of quality education for all is featured prominently in the UNICEF workshop report by Sheila P. Wamahiu. It expresses the need for not only access to education but quality education to be sustainable. Melesse Shumetie of UNICEF Kenya undertakes to present a child-friendly framework. This brings out the simple principle for schools to cater for the interest of the child in the best way possible as a matter of right. It captures the needs of a child as a learner and the child takes the central position of development. Its inclusiveness and non-discrimination goes for the children unfairly locked out of school by monitoring their rights as stated in the community. Its gender responsiveness goes for equality and empowerment through provision of equal opportunities and meeting the various needs of girls and boys. This entails providing the necessary facilities, pedagogy, materials and upholding the dignity of both genders. To address effectiveness through quality teaching and learning, use of structured content, high quality teaching learning materials and resources. To promote good health through policies, facilities, safety in service, hygiene, security, life skills and to cater for physical and psycho-social health to guard against child abuse. The possibility of a child-friendly school is a dream that is progressively realised.²⁸

1.5.9 Conclusion

It is vivid to state that provision of post primary education is a developing issue in the relation to providing an equitable access to education by all in Kenya. There is sufficient good will from both the government, international community and other proactive players in refugee education but the implementation will for a while face resistance due to inadequate

²⁷ Sheila P. Wamahiu (PhD), Refugee Girls' Education in Kenya, Uganda, Ethiopia and South Sudan Consultant, August 16, 2012. http://www.urpn.org/uploads/1/3/1/5/13155817/workshop_reportunhcr_final.pdf

²⁸ www.urpn.org/uploads/1/3/1/5/13155817/workshop_reportunhcr_final.pdf

funds and skilled manpower among others. Scholarships by various providers can only satisfy a very tiny proportion of refugees as it only caters for the top students. The diverse nature of refugees in Kenyan camps like Dadaab and Kakuma make it a little tedious to design a very friendly and relevant curriculum to address the educational needs of all the refugees as others may want to remain in the country, others relocate to new places like Canada and United States and others to return home when peace is meaningfully restored. Other retrogressive forces like traditional culture which marginalizes women and hardly appreciates the purpose of education may slow the literacy rates among the refugees for a little longer though there is a little improvement.

1.6 Theoretical Framework

This study will adopt a theory that will bring into focus the issues under investigation. Economic interdependence turns out to be the most appropriate theory as its provisions capture the facts about international aid and refugee education. Joseph Nye uses the concept of complex interdependence²⁹ to describe modern international relations. In this case situations affect different actors or events in a system. Nye appreciates the effects of interdependence which are either positive or negative. There is need for countries to interact with one another and not to operate as islands in the ocean as it may be more costly as is the case with Myanmar or Albania. Interdependence takes the dimensions of its sources, costs, benefits and symmetry. These dimensions originate either from physical or social aspects of society. Economic interdependence is the phenomenon of modern economy. It is a concept that emerged before the First World War and after the 2nd world war after a time America had isolated itself. Economic interdependence is a modern world phenomenon. It takes into consideration policy choices which influence values and costs. Supply and demand tends to

²⁹ Keohane, R.O., & Nye, J.S. (1998). Power and Interdependence in the Information Age. *Foreign Affairs*, 77(5), p. 81.

dictate the interactions between states. A country supplies what it has and demands for what it lacks creating a mutually interactive and beneficial relationship. This commercializes interactions and countries which are endowed with more resources tend to be more dependable than the ones which are less endowed. Interdependence is a give and take relationship which shares both good and bad effects associated with it. The economic interactions result in varied distribution of gains in the countries involved. A significant role of these interactions is that it puts countries on positive togetherness thus fostering cooperation between them. This dominates the style of America's international relations and Western European nations (e.g. England, Netherlands, Germany and France etc.). The interdependence creates a favourable policy environment that gears towards solving problems of common interest leading to desirable partnerships. The impact of economic interdependence is two way. It can foster peace and prosperity on one hand and can cause chaos and destruction too on the other hand. The unity of highly endowed states can impose undesirable sanctions on less endowed economies and dictate harsh demands to them. The interdependent relationship between Cuba, Syria or Iraq with the United States caused them economic and developmental damages.

This theory of economic interdependence has largely been accepted by states out of its mutual benefits. The role of technological expansion in bringing states together has increased the need for interdependence of economic nature globally. The emerging trend is that people travel more and information circulates faster and wider too thus making the world more interdependent.

Foreign aid and refugee education in Kenya falls squarely into this theory in explaining the various relevant issues catered for in this study. The refugee gets hosted in a friendly neighbourhood which is resultant of the interdependent relations for instance Kenya in the

East Africa region. It takes cooperation from the Kenyan government to provide a safe haven for the refugees lest fleeing hostile environments in the highly polarized region. It also triggers the government to formulate laws that would legalize its support for refugee education at post primary level in Kenya. Other states and non-state actors who have high stakes in refugee education like the Western states, Inter-governmental organizations and Non-governmental organizations maintain a friendly interaction with Kenya so as to advance their national and humanitarian interests in safeguarding the rights of refugees and the interests of their states.

1.7 Hypotheses

1. International Aid has contributed to the refugee Post- Primary level education in Kenya
2. Refugees in Kenya have access to Post Primary education

1.8 Methodology

1.8.1 Research Design

The researcher adopted an exploratory research method or approach that entailed interviewing or administering questionnaires to the sampled individuals. The major aim of the study is to investigate the gaps in the government's responsibility in promoting refugee Post-Primary Education in Kenya. The study also aims at exploring the presence or lack of foreign aid channelled towards refugee education at Post-Primary level. Gay (1981)*** defines exploratory research as a process of collecting data in order to address areas that have not been clearly defined. An exploratory research attempts to test preset hypothesis or answer questions concerning the status of the subjects in the study. To answer the research questions of this study, the survey research design was applied. Various types of surveys will be

conducted to collect data, analyze, and interpret the data. This exploratory research is concerned with investigating the occurrence phenomenon of Post-Primary education for refugees in Kenya. The researcher will utilize various modes for collection of data under survey design. These include personal interviews through correspondence for respondents who are in remote areas and one-on-one. The researcher will also collect data through administering questionnaires, institution websites and governments ministries. This study will also be concerned about investigating challenges in the provision of Post-Primary education to refugees. According to Mugenda and Mugenda, a survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables³⁰. According to Kothari³¹, surveys are only concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. The method of data collection happens to be either observation, interviews or questionnaire. Moreover, a researcher may utilize focus group discussion, case study, and analysis of secondary data. This exploratory research is advantageous because it seeks to obtain information that leads to an interrogation into an existing phenomenon. It also helps explain and explore the existing status of two or more variables at a given point in time. Surveys are also used in collecting data from large populations that are not easy to observe directly. The study aims at collecting information that will lead to discovery of the factors that determine provision of foreign aid and provision of Post-Primary education for refugees. Primary data will be collected through questionnaires and interview schedules while secondary data will be collected from books, journals and internet sources.

³⁰ Mugenda, O.M Mugenda, A.G (2003) Research Methods: Quantitative and Qualitative Approaches. ACTS Press, Nairobi, Kenya

³¹ Kothari C.R (2004), Research Methodology: Methods and Techniques (2nd Revised edition), New Age International (P) Ltd, Page 96-100

1.8.2 General survey (piloting)

This method will be used to get a general overview of refugee education in Kenya. The researcher will carry out pilot survey to establish whether there are claims of foreign aid towards Post-Primary education for refugees in Kenya's refugee camps. A visit will be made to various institutions and refugee camps that are concerned with or about refugee education in Kenya. These include Government Ministry of Education, Immigration Department facilities, Foreign Affairs Department. The piloting helped the researcher to note the main area of concern from various players and also to determine and analyze the work done by previous researchers. This further, will confirm the need for study in area of foreign aid and post-primary education for refugees in Kenya.

1.8.3 Instruments

Secondary data from research reports will be used to provide a wider understanding of the issues under research. Primary data will be collected through direct interviews with respondents and use of a questionnaire. The questionnaire provided two types of questions. These were open questions and closed questions. Questionnaires will be presented to the respondents and later collected from them. However, some of the respondents will fill the questionnaire with the help of the researcher. Questionnaires will be used to collect quantifiable and general information from various respondents. It will help in gaining a range of insights on specific issues such as allocation of funds, conflicts, policy support. The method will be able to achieve these objectives because the researcher will start with more generalized issues such as political good will to secure foreign aid in support of refugee education Kenya's refugee camps and its utilisation.

1.8.4 Data Analysis

Tools of investigations for analysis will be used to summarize quantitative data. According to Mugenda and Mugenda³², the purpose of investigative analytical tools is to allow for meaningful exploration of a distribution of scores or measurements using a few indices or statistics. Analysis of the responses to open-ended questions will be used to derive qualitative data. Other qualitative data was obtained from past studies and responses to direct and correspondence interviews. The data obtained will be summarised, reviewed and put in categories that fit the research questions. Both quantitative and qualitative data will complement each other in answering the research questions. Inferences from analyzed data will be made and this will help the researcher to answer the research questions relating to factors that determine foreign aid and refugee post primary education in Dadaab. The results will be compared to previous research findings. These practices are in the form of questionnaires, data collection, and data analysis³³. The exploratory type of research method best fits this research. It entails survey work/design, structured interviews, document, and content analysis. It will enable the researcher to draw recommendations and conclusions from evidence collected in the field.

1.9 Chapter Outline

Chapter 1: Background to the Study:

Chapter 2: Foreign Aid and Refugee Education in Kenya

This chapter looks into Foreign Aid and Refugee education initiatives at post primary schools in various refugee camps in Kenya. It discusses various debates raised in regard to Foreign Aid.

³² Mugenda, O.M Mugenda, A.G (2003) Research Methods: Quantitative and Qualitative Approaches. ACTS Press, Nairobi, Kenya

³³ Babbie E.R (2004) The Practice of Social Research, 13th edition. Page 389, 413

Chapter 3: Foreign Aid and Refugee Education at Post Primary level in Kenya

A case study of Dadaab Refugee Camp.

This chapter would do a case study of Foreign Aid channelled to Refugee Education at Post Primary level in Dadaab Refugee Camp and evaluate the educational programs in place, their effectiveness and challenges encountered.

Chapter 4: Critical Evaluation

This chapter will present a critique on the level of Foreign Aid effectiveness in enhancing Refugee education at post primary level. The constraints will be pointed out and shall inform the policy issues. The chapter also test the objectives, Hypotheses and the theoretical Framework.

Chapter 5: Summary, Conclusion and Recommendations

CHAPTER TWO

DEBATES ON FOREIGN AID IN KENYA

2.1 Development of Foreign Aid in Kenya

2.1.1 Education Aid in Kenya

The government of Kenya demonstrated its interest in educational funding in pursuit of free and Universal Primary Education. The ability of the government to finance education faced constraints of oil crisis of 1975 and recession post-ceding 1980. Programs supported by Aid put emphasis on building skills and supporting the fledging of university structure. The project aid demonstrated the expectations and strength of bilateral agencies. This program favoured higher levels of education system which raised the enrolment rates at local universities from 1,910 in 1969 to 7,900 in 1979 and nearly 40,000 by 1989³⁴. Student subsidies and low study fees favoured education growth but provided poor quality, ineffective and inefficient education³⁵. The World Bank, UNICEF and UNESCO played leading foreign donor support to education in the period 1970-1995. They put profound emphasis on primary education³⁶. The government gave more attention to Institutes of Technology and Harambee Secondary schools to cater for that deficiency in education³⁷. The determination to basic education as provided in the FPE (Free Primary Education) in 1973 was in question as the government did very little to replace the fee income the schools were losing³⁸. This program did not attract external support. In 1980s international agencies mainly focused on backing up economic adjustment policies to reduce the government's budget deficit. The already gone up public expenditure on education since independence and the prevailing economic challenges in 1980s resulted into cost sharing at the guidance of World Bank. The cost sharing ensured that Self help schemes, communities and parents cover the

³⁴ M. N. Amutabi, 2003.

³⁵ http://recoup.educ.cam.ac.uk/publications/WP36-Kenya_aid_paper.pdf

³⁶ http://books.google.co.ke/books/about/Challenges_of_primary_education_in_devel.html?id=N4smAQAAIAAJ&redir_esc=y

³⁷ Abagi, O., Olweya J (1999). Achieving universal education in Kenya by 2015: Where the reality lies. Paper No. 017/99. Institute of Policy Analysis and Research, Nairobi, Kenya.

³⁸ On this theme, see Nkinyangi (1982, 203).

building costs, teaching materials and tuition expenses. These private costs resulted into alarming decline in enrolment in the years 1989 and 1990³⁹ extending to the immediate years. The concern of agencies over corruption in Moi regime affected aid funding to education⁴⁰ which motivated them to limit their funding to support to isolated projects. Aid to education increased by more than double in the years 1995/6-2004/5 amounting to approximately 5% of public expenditure on education in Kenya.

2.1.2 The Kenya Education Sector Support Program (KESSP)

This brings into focus the years since 2002 with the National Rainbow Coalition government in power. It appreciates the contributions of senior officers in aid agencies, in Kenyan Government and NGOs⁴¹. KESSP provided the new means through which funds to education in Kenya was provided. This section assesses whether or not ‘Paris principles’ on harmonisation, coordination, alignment and mutual accountability to facilitate aid process in Kenya yielded good results.

2.1.3 The Need to Align Foreign Aid with Educational Objectives in Kenya

The Narc government undertook to reform education to curb a fall in enrolment, retention and completion in education. A new Economic Recovery Strategy (ERS) prioritized Free Primary Education and committed itself to more funding on social sectors⁴². The first policy paper of the government on education, Sessional Paper No 1 2005 reaffirmed its commitment to free primary education. It took into consideration the need to proper implementation for

³⁹http://recoup.educ.cam.ac.uk/publications/WP36-Kenya_aid_paper.pdf

⁴⁰ One important exception was the DFID Strengthening of Primary Education (SPRED) project – financed by DFID in three phases beginning in 1992, 1997 and 2000, respectively – which was designed to improve pupil textbook ratios, increase the proportion of female teachers and improve primary head-teacher training. Support continued beyond 2005 under the new SWAp funding arrangements (DFID 2007).

⁴¹ The interviews were conducted between September 2008 and February 2009.

⁴² This was implemented in time to generate a major increase in enrolments at the beginning of the 2003 school year

attaining Universal Primary Education (UPE). The new government attracted the support of aid donors which raised international interest in contributing towards expansion and reform of education in Kenya.

A key World Bank educational official undertook a number of training sessions and workshops for Kenyan staff to develop a proper understanding amongst educational officials locally of principles of a Sector Wide Approach (SWAp)⁴³. This World Bank Technical Support helped to establish Kenya Education Support Program whose design was to be consistent with wider policies of the nation stipulated in the Economic Recovery Strategy.⁴⁴ This aimed at improving the structure of the education system in a 5 year period by fostering regular funds inflow, increasing effectiveness and creating financial transparency in its implementation. It took keen interest in building up stable working relationships with donors and still enjoys ownership of policies being implemented in Kenya⁴⁵. It was important to have a clear monitoring and evaluation of education to implement KESSP. The manner in which KESSP program came into being raises certain questions as to whether or not it was a product of aid providers aligning themselves with Kenya's local goals. Certain features of the SWAp instrument were adopted in terms the opinion of donors and advice. In terms of the content of the program, there is not any clear evidence where it was sourced but a key bilateral donor indicated that the priorities and objectives of the government are valued on condition that the donors find them 'credible'. The donors do not take the angle that dictates to governments what to do but seek to support the priorities of the government to achieve

⁴³ Thompson, A., E. Woods, C. O'Brien and E. Onsomu. 2010. Mid-term evaluation of the EFA Fast Track Initiative; Country Case Study: Kenya. Cambridge Education, Mokoro and OPM, 2010

⁴⁴ 11The Economic Recovery Strategy (ERS) was a financial and economic reform replacing an earlier Poverty Reduction Strategy Plan (PRSP). It was based on four pillars: economic growth through enhanced revenue collection; restructuring and reforming governance institutes, rehabilitation and expansion of physical infrastructure and finally human resource development, particularly education and health. (see: <http://siteresources.worldbank.org/KENYAEXTN/Resources/ERS.pdf>). This proved important for the education sector, which implemented KESSP in the same year. Moving from project to programme funding enabled (and necessitated) greater donor-recipient alignment and in the view of a number of interviewees was instrumental in making education one of the better-organised ministries in the country.

⁴⁵ Government of Kenya: Ministry of Education, Science and Technology. 2005. Kenya Education Sector Support Programme 2005-2010: Delivering quality Education and Training to all Kenyans. Nairobi: Ministry of Education, Science and Technology: Government of Kenya

credible plans⁴⁶. KESSP gained attention when the goals of Education for All (EFA) and Millennium Developmental Goals (MDG) had been accepted internationally and formed a major priority area for the Kenyan policy. The targets set by MDGs influenced the direction, pace and volume of foreign assistance. These stated targets may not necessarily be aligned with the policies of Kenya and may consequently displace them. The introduction of KESSP came at a time when the EFA and MDG goals had been agreed internationally, and it was not coincidental that these became more serious priority areas for Kenyan policy. The ambivalence was recognised by a number of Kenyan voices: ‘Targets, such as MDGs, determine the direction, volume and pace of external assistance. The problem is that these targets and goals are not necessarily aligned with national policies, and actually shift indigenous policy formation⁴⁷. The fact that public allocations is done according to the direction by donor community, there has not been funding of higher education. This did not motivate the government to fund what the donor community had not found necessary to fund⁴⁸. DFID gave top priority to primary education for its strategic significance which determined the subsequent financing agreement.

2.1.4 The Need to Locally Determine Conditions of Foreign Aid

KESSP can be termed as the development program for education in Kenya. It comprises 23 investment programs in education sector with bigger attention to primary span. Donors have put in approximately 6% of the entire KESSP budget. The Fast Track Initiative (FTI)⁴⁹ and DFID have played dominant roles as foreign partners providing about 37% and 23% of foreign support respectively. Joint Financing Agreement (JFA) was put in place to in 2005 to aggregate the contribution of the Kenya government, DFID, the World Bank to support

⁴⁶ KESSP, Sep 2008 – Feb 2008. Interview 1, Bilateral agency

⁴⁷ Ibid. Interview 4, Governmental official

⁴⁸ Ibid. Interview 26, Governmental official

⁴⁹ The Fast Track Initiative, started in 2002, is a multilateral instrument to support the education MDGs, funded by the World Bank and a range of bilateral donors. See Thompson et al (2009) for further details on its implementation in Kenya

KESSP. The FTI, CIDA and other donors contributed to the same kitty. The JFA restricted itself to the investment programs which were a true reflection of its contributors' priorities⁵⁰. The delegates who participated in Accra meetings agreed to aid agencies not imposing their own conditions on the time and manner in which the resources would be used. The donors would be guided by the conditions based upon the beneficiary countries' development targets and intention. According to a bilateral agency respondent the Ministry representatives took up the initiative on priorities to be discussed but the donors strongly determined the allocation of funds for certain programs following technical criteria. The external funding and expertise brought by partner organisations have contributed positively to educational development in Kenya. Kenya needs aid to address cumulative funding deficits and put up proper infrastructure at the ministry of education⁵¹. It is complex to confidently state whether or not the conditions of aid have been fully determined by Kenya's development targets and intentions. Clear conditions have to be met by the beneficiary for a viable aid partnership to succeed. It emerges that tying of aid to the targets and goals set by international community may not necessarily be at par with the priorities and policies of the beneficiary country. FTI is proper as it is clear the role the funds go to play⁵². Interviews conducted at the ministry of finance indicate that the initial motivation to seek funding from Arab countries was lack of their not insisting on conditionality. The Ministry of Education however appreciates the necessity of conditionality for proper partnership⁵³. The interviews by ministry officials and donor interviewees show increasing understanding between the donors and government as the government finds the sense of MDGs. It is upon Kenya to develop its educational policies and donor agencies to support in the implementation of policy⁵⁴. The government of Kenya

⁵⁰ Until 2009 these had been almost exclusively those IPs which focussed upon basic education, rather than higher. This was thus a means of aid being targeted on the achievement of the MDGs

⁵¹ Government of Kenya: Ministry of Education. 2008. JABR Draft Aide Memoire. Nairobi: Government of Kenya, April 2-4 2008

⁵² KESSP Sep 2008 – Feb 2009. Interview 4, Governmental official

⁵³ Ibid. Interview 22, Governmental official.

⁵⁴ Ibid. Interview 27, Multilateral Agency.

has increasingly accepted what initially was viewed as external conditions of aid as rational mechanisms for allocation of resources in education.

2.1.5 The Need to Share and Co-ordinate of Information to Avoid Repetition

Kenyan officials and donors meet on regular basis through an institutional framework since 2003. This brings in an improvement in terms of communication and coordination. Paris declaration played a major role in making this process work. The friendly meeting enables the government to present its request for support⁵⁵. An official from a multilateral gives a challenge of time to these consultative meetings as they face various administrative burdens. Dialogue results into many meetings which raise the cost and challenge of time in the SWAp⁵⁶. Both the government and donor interviewees acknowledge the problem of delays in receiving funds by KESSP investment programs. The government may hold the donors responsible for certain delays in the execution of programs. In other cases the government finds insistence on Financial Monitoring Report as an additional conditionality⁵⁷. There is a view in government that new conditionalities are introduced the moment the financial monitoring report is released causing delays⁵⁸. Donors blame delays on bureaucracy in the Ex-chequer and capacity breakdown which make it difficult to meet set deadlines. They also blame the government on inadequate management capacity which affect their delivery of services. The government blames donors for not delivering the agreed levels of funding. The donors in on their part blame the government's slow pace in dealing with reporting requirements⁵⁹. The lack of lead donor and Education Donor Coordination Group (EDCG) secretariat through issues with the ministry can be raised is a major challenge⁶⁰. This creates a

⁵⁵ KESSP Sep 2008 – Feb 2009. Interview2, Multilateral Agency.

⁵⁶ Ibid

⁵⁷ Ibid. Interview 11, Bilateral Agency

⁵⁸ Ibid. Interview 19, Government Official

⁵⁹ Ibid. Interview 8, Bilateral Agency

⁶⁰ Ibid. Interview 3, Bilateral Agency

situation where only formal meetings are to be scheduled to be communicating with the government which ends up holding up funds awaiting individual agency authorisation. Much as there is generally a commendable improvement in communication between the donor agencies themselves and the government through monthly meetings and mutual provision of information, there are hidden political influences which undermine the process⁶¹. The weighty setback to the aid process is that of coordination and sharing of information. Agencies are not yet speaking in unison as they are not coordinating fully yet and sharing information in the manner agreed by the Paris Declaration.

2.1.6 The Need to Mutually Account for the Results

The Paris and Accra accords put the responsibility of accountability for results mainly on the part of the donor agencies unlike previously which tended more towards the recipient government. In equal partnership, the donors undertake the responsibility of fulfilling his part of the contract in a timely manner. Monitoring of KESSP is said to have been done poorly according to certain interviewees. Joint Reviews have been conducted and an Aide Memoire issued but that has been the end as results are shelved. Lack of targets, and benchmarks have characterised the monitoring process. The data provided usually has been unreliable⁶². The quarterly meetings provided a forum to review the progress made by all relevant parties. These meetings suffered from lack of a formal process in which the agencies were called upon to report and explain the effectiveness of Aid process in regard to the disbursement of funds. Despite the developments in Paris and Accra accords, the official expectations in the process governing aid partnership process persisted to load it on the government of Kenya unlike on the side of the agency and the effort to make that change attracted not any attention.

⁶¹ Ibid. Interview 21, bilateral agency

⁶² Ibid. Interview3, Bilateral agency

2.2 The Question of Rationale of Foreign Aid in Kenya by European Donors

The Europe donors face a difficult task in determining their prospects for supporting Kenya through aid for various reasons. The debate on whether the rationale of aid is to support reform, to provide essential goods, or to promote the self interest of Europe. Support that Sweden provided in 2011 aid brings out such concerns. Despite Swedish's 7% increased assistance in support for human rights and democracy enhancement, there was serious obstruction experienced at a high political level by the forces opposed to reforms. The concerns are that these tensions may be there to stay in Kenya increasing the friction between the changes the new trends are taking in European funding for development and Kenya. The current aim of European donors is to promote reform through its aid allocation in order to reduce increasing discrepancy between Kenya's Gross National Product (GNP) and development funding. According to Ola Bello research at FRIDE, The Multiple Donors Basket Fund (MDBF)⁶³ which was created to provide the necessary political pressure in supporting reform agenda did not yield commendable results as it faced opposition from conservative anti-reform forces in public administration. Canada and UK withdrew their support for the program as they were sceptical about its effectiveness in 2006. In 2009 other donors pulled out demanding refund for the money which had not been used. The MDBF failed to influence governance reforms in the country due to conflicts between the donors on the criteria for assessing performance. The Governance, Justice, Law, Order Sector (GJLOS) reform fails to yield positive results as national actors fail to implement it which discourage European donors. High level corruption by Kenyan elite has posed damaging effects on donor support. In the year 2011, the government of the United Kingdom suspended aid to education sector in Kenya due to the allegations of embezzlement of funds exceeding \$47.6 by government officials in the year 2005-2009. The government framework through the ministry

⁶³ Ola Bello, A Post-Aid, EU-Kenya Partnership? Policy brief September 2011

of Justice, National Cohesion and Constitutional Affairs tend to safeguard their support for the government thus making ownership of responsibilities and accountability unattainable. Certain critics have blamed the inability to access EU funds by Civil Society organisations on the funding through the ministry of Justice. This condition affects the operation of the non-state actor whose opinion may not be supported by the government. The EU ought to lay a foundation for a calculated engagement with the government of Kenya on the basis of common interests and not just aid for instance boosting the contribution of Kenya in East Africa region. This will definitely bring into focus reform, internal stability and its responsibility as a regional hub. There is need for the Civil Society Organisation (CSO) to enjoy local support which includes ministries, independent commissions, parliamentary committees and individual opinion leaders to solicit for international support and safeguard local policy debates. The recent triangular cooperation between Kenya and Japan gives Kenya a leading role in implementing a numerous institutions of technology and research meant to be centres of excellence in the region. Initiatives of this kind create a sense of ownership and have great impact development which for a long time has been the advocacy of the EU Development Commissioner.⁶⁴ Kenya is an ordinary African country facing financial limitations like any other in its efforts to realize MDG and EFA goals. External support has helped in improving teacher competencies, reduction in class sizes, enhancement of better classroom conditions, and realisation of higher achievement levels raising the general education quality. This expansion in education has resulted in increased access, faster progress in boosting teachers competencies. Basic education has enjoyed bigger support but higher education has relatively benefitted from the same. The great impact of Universities Investment Projects (UIP) has improved infrastructure in most of the public universities in

⁶⁴ A Post-Aid, EU-Kenya Partnership? Policy brief September 2011

Kenya. We need this type of strategic input together with proper utilization of donor funds. This would minimize cases where areas less deserving are getting more support than areas more deserving. For instance, Arid Lands Resource Management Program (ALRMP) ought to see that arid regions receive special attention unlike the case where rich districts like Nyeri receive text book support and school improvement at the expense of other marginal districts. There should not be politicisation in the use of Aid in order for the Aid to achieve its intended goals. It is important for donor funding to be in line with financial and developmental calendar of Kenya. The delay in releasing donor funds complicates the ability of the government to comply with the agreed conditions or by differences. These would avoid cases of delay in funding caused by differences which might lead to postponement of planned activities. The education sector has demonstrated the ability to spend donor funds. It utilised the US 24.4 million dollars Fast Track Initiative (FTI) grant in its initial allocation and merited for the next allocation. Other sectors of the economy like infrastructure have shown delays in construction leading to under spending of donor aid. The recent approach in receipt of aid support incorporates sound macroeconomic and developmental strategies articulated in the policy blueprints and enjoy support of international developmental agencies. Vision 2030 is Kenya's ambitious program that seeks to transform Kenya into a middle income country. Kenya would rely on external support of major donors despite its strong economy. Education spending in Kenya comprised about 5% of external aid in 2008. Donors would continually esteem in supporting education in Kenya if the macro-strategy and the kind of sectoral programming embodied by KESSP lasts.⁶⁵

⁶⁵ Financing Education in Kenya: Expenditures, Outcomes and the Role of International Aid by Wycliffe Otieno and Christopher Colclough

2.3 Foreign Aid as an Avenue for Interference on Internal matters by International Community

Foreign aid means different things to different people. In certain cases it is seen in terms of trade relations with big economies which have multiply effect on small economies. The article on Africa Review by Pamella Sittoni, Steve Mbogo, Peterson Thiong'o and Eric Oduor brings out detailed arguments on foreign aid⁶⁶. The speculation on whether or not the West will put sanctions on Kenya should the International Criminal Court (ICC) indictees be elected into power tends to rotate around foreign aid. The writer quotes Mr Annan's statements made earlier in 2012 in the company of President Benjamin Mukapa representing African Union Panel of Eminent African Personalities cautioning that voting people with criminal charges at the ICC would have negative implication on Kenya's foreign relations more so if the individuals refuse to cooperate with the ICC. This was a reinforcement of the statements earlier made by then United States' secretary of state Hill Clinton. The critical issue to the analysts is that the United States, the United Kingdom, France and the European Union were unclear on whether or not they would put sanctions on Kenya. Lodewijk Briet, leading EU delegation, stated that it is the responsibility of the ICC to determine the next course of action in the event the ICC indicted persons do not cooperate. The Western diplomats stating that they would only maintain essential contact with Kenya was taken negatively by certain political leaders prompting Prof. Sam Ogeri, then minister for Foreign Affairs to seek for clarification.

⁶⁶ <http://www.africareview.com/Special+Reports/ICC+are+allies+willing+to+dump+Kenya/-/979182/1696720/-/qqc8e6z/-/index.html>

2.4 Debates on Contribution of Foreign Aid in Kenya

2.4.1 Foreign Aid as a Positive Contribution to Kenya

Foreign aid still makes a lot of sense in Africa. An expert working with WHO (World Health Organisation) suggests that foreign aid ought to boost health in Africa by improving doctors salaries, supporting the recruitment and training medical personnel. Sub-Saharan Africa is worst hit by the global shortage of 2.3 million physicians, midwives and nurses. Kenya, Uganda, Nigeria and Ethiopia experience great shortage of medical personnel even with the effort to attain Millennium Development Goals. Richard Schelfler, Yohannes Kinfu, Jenny Liu and Mario Dal Poz project approximately 167,000 physicians' deficit by 2015⁶⁷. They recommend policies to be enacted to curb these projected shortages. The government working together with donor agencies should take into consideration additional financial contribution to support health care workers with an aim of improving recruitment and retaining the workers. There is a plan to link hospitals in Africa with experts and laboratories abroad on phone or internet to lower pressures in states with inadequate medical practitioners. This is called telemedicine. Britain, United States, Australia and Canada have lured doctors from sub-Saharan Africa into their markets which has attracted criticism by a team of international disease experts terming it as crime.⁶⁸ The United Nations High Commissioner for Refugees plays a major partnership role in aiding refugee education in Kenya. UNHCR interventions take into consideration living standards, physical security for refugees, creating livelihoods and resilience. It promotes law and order, infrastructure and improves social services. It also provides adequate housing, low cost clean and renewable energy sources. The UNHCR also factors in improvement of school enrolment, school retention and

⁶⁷ <http://blog.kmpdu.org/2011/12/05/foreign-aid-should-boost-africa-read-kenya-doctors-pay-who/>

⁶⁸ Ibid.

graduation rates. They empower refugees through training in marketable skills and provision of start-up grants to small-scale entrepreneurs.⁶⁹

2.4.2 Foreign Investment as Form of Foreign Aid

There is another angle that looks at investment as foreign aid which helps boost the economy. In this case the major players in trade and investment can manipulate the political system with their investment capacity. Smaller economies are always out to make their states an investment destination with an intention of enjoying the benefits of investments. The election sentiments in the country tend to affect the performance in the money markets. Mr Emmanuel Kisiang'ani working with Institute of Security Studies as a researcher and a pan-African think tank on human security argues that Uganda, Tanzania and Ethiopia are considered to be more strategic by the West and creates an impression that the West can bite through sanctions. The issue of United States pursuing its interest in the region by putting sanctions on Kenya may not be supportive of the national interests of Kenya. The data obtained in 2008 shows that Kenya came seventh as the largest beneficiary of foreign aid amounting to \$600 million. Iraq, Jordan, Pakistan, Egypt, Israel and Afghanistan enjoyed more foreign aid. Kenya- United States' relations is evident in the manner in which America has built its magnificent embassy in Kenya, hosting Central Intelligence Agency (CIA) station and co-ordinating humanitarian, military and diplomatic operations for South Sudan, Indian Ocean and Somalia. Kenya has used the foreign aid to address various priority areas such as the strengthening the military, intelligence, fighting HIV/Aids, malaria and Tuberculosis (TB), providing anti-retroviral drugs, providing food aid to affected people and

⁶⁹ UNHCR Global Appeal 2013 Update

securing the Kenya's porous borders. Kenya enjoys booming business with the United States. Kenya imports aircraft and technology for instance the orders Kenya makes with Boeing. US large firms like IBM and General Electric pump in millions of dollars in terms of new investment only. The EU has strongly engaged with Kenya on matters to do with safeguarding human rights. Kenya in recent past years has tended to decline the EU political and economic influence on Kenya to some extent as Kenya increased its business with the East. On the contrary Kenya exports a substantial amount of goods to the EU and receives to the largest extent tourists from EU. The EU bloc has given Kenya foreign aid of over Kshs. 30 billion in the ended five years. Single European countries have given even more aid to Kenya. It is clear that sanctions from Europe would greatly affect the horticultural and tourism sector severely. It is convincing that Kenya has improved its capacity to fund its national budget but it still needs assistance from the West. This aid may come in different ways other than by direct budgetary assistance. Shantayana Devarajan, the chief economist for Africa at the World Bank finds the need for foreign aid to boost Kenya's developmental expenditure. Kenya seems to rely by the smallest amount of about 15% on public expenditures which are foreign sourced unlike for other East African Community countries which are taking about 40% of foreign funds. Kenya is a viable ground for foreign aid in view of its strong diplomatic relations with the west since it got independence. Kenya hosts the British Army Training Unit Kenya in Laikipia. This is the only program of its kind in Africa. The United States uses Lamu for its military activity. Netherlands provides a forwarding ground for Kenya's fresh vegetables and fruit export headed to Europe which earn Kenya foreign exchange and earn livelihoods for local farmers. The EAC African community Economic Partnership Agreements with the EU seeking to define new trade relations with Kenya may be unsuccessful if sanctions are imposed on Kenya. Kenya heavily relies on imports such as food, steel, medicine, edible fats and oils which places it on

dangerous ground in the event of sanctions. The dream of Kenya in establishing itself as a hub of financial services, trade and in hosting multinational companies could be halted by sanctions. Some analysts argue that sanctions imposed on Kenya may only be limited to political affairs to safeguard the US and European economies that benefit from trade relations with Kenya⁷⁰.

2.4.3 Foreign Aid has had a Negative Contribution in Kenya

The contribution of Foreign Aid in Kenya has attracted varied opinions from various quotas. James Shikwati, a Kenyan economics expert faults the mentality of Foreign aid to Africa and Kenya. He associates foreign aid with bigger harm than good. He strongly criticises Western developmental policy in Africa, corrupt leadership and exaggeration of AID's scourge. Speaking to Spiegel, Shikwati pleads with G8 (France, Canada, Italy Germany, Russia, Japan, USA and United Kingdom)⁷¹ to stop developmental aid for Africa seeking to fight poverty and eliminate hunger. Shikwati links the last 40 years African problem to Africa's dependency on industrial nations. He argues that African continent remains poor despite receiving billions of funds from the west. He strongly suggests that developmental aid be halted. He cites misappropriation of aid funds into financing huge bureaucracies, corruption and complacency. Aid teaches Africans to beg and not be independent. Development aid also weakens domestic markets and waters down entrepreneurship which Africa needs. Developmental aid only benefits certain influential individuals in the local system. Shikwati argues that the problem of hunger that kills Kenyans yearly can only be solved by Kenyans and blames politicians who cry out for help. He shows the irrelevance of United Nations World Food Program (UNWFP) which is keen on fighting hunger in drought affected areas whereas in certain instances the problem is unemployment of the affected people. He argues

⁷⁰ <http://www.africareview.com/Special-Reports/ICC-are-allies-willing-to-dump-Kenya/-/979182/1696720/-/tmyuoh/-/index.html>

⁷¹ <https://www.gov.uk/government/news/what-is-the-g8>

that corn which ought to go to the Kenyans affected by hunger ends up in the hands of politicians who allocate them to their own ethnic groups for political mileage. Another portion of these corn finds its way into the black market at prices which are by far lower than the prevailing market rates which kick out local farmers of the market who in future would not reserve their produce for the Kenyan consumers. This forms a cycle of hunger problem in Kenya. Kenya would establish trade relations with neighbouring countries like Uganda and Tanzania to boost its food reserves rather than relying on food aid in case of a shortage. This would also secure local market, improve local infrastructure and foster border permeability for the good of Africa. Shikwati quotes the late leader of Central African Republic Jean Bedel Bokassa statement, “The French government pays for everything in our country. We ask the French for money. We get it, and then we waste it.” This presents the argument that African leaders solicit funds or aid from the west to meet their embezzlement intentions. Shikwati blames mitumba⁷² (second hand) clothes which enter the country as part of aid as the major cause of struggling textile industry in Kenya. He finds this as the cause of loss of livelihoods for domestic tailors too. He strongly recommends for pull out of aid organisations from Kenya and Africa for Africa to mature and stand on its feet.⁷³ According to Mr. Murigi, a media relations officer for Uhuru Kenyatta campaign for presidency, foreign aid is insignificant in dealing with Kenya’s problems. He argues that the west which is the major player in foreign aid in Kenya cannot use sanctions to influence governance in the country. He trashes the image being portrayed by civil society that the west refusing to make a contribution to our budget in the event that Uhuru Kenyatta and William Ruto win elections in March 4th presidential poll would plunge the country into recession. He argues that Kenya has diversified her economy in the last decade bringing on board China, India, Indonesia, the Middle East, and Malaysia among other African countries for investment and trade purposes.

⁷² <http://kenyanstylista.tumblr.com/post/40011268340/end-of-mitumba-second-hand-clothing-in-kenya>

⁷³ <http://www.spiegel.de/international/spiegel/spiegel-interview-with-african-economics-expert-for-god-s-sake-please-stop-the-aid-a-363663.html>

He argues that Britain a major player would instead damage her economy which is already suffering from recession and debt. He supports his statements with examples of British companies flourishing in Kenya like Tullow Oil, Diageo, Lornho, Vodafone, Standard Chartered Bank and Barclay's banks as a reason for the British to avoid imposing sanctions on Kenya. He gives examples of countries like the Asia and the Middle East as a reliable option for Kenya in the likely event of sanctions from the West, which would collapse the British' business in the East African region. He states that Kenya's budget comprises 95% local funding hence losing the 5% developmental aid to sanction would have a negligible effect on Kenyan economy. He recommends that countries heavily dependent on foreign aid ought to cushion themselves against such aid and be able to exercise self reliance as this could be detrimental to their economy. The 5% that Kenya would be deprived of would positively enable Kenya to be fully self reliant. Additional reason Murigi gives is that the West has profound security and military interests in pursuing their economic and geopolitical goals in Kenya. The shooting down of US military aircrafts in Somalia in 1993 has discouraged the US from undertaking a military operation in Somalia and has opted to rely on Kenya to fight Al-Shabaab and Al Qaeda present in the Horn of Africa. He declares that Ethiopia has been greatly independent whereas Uganda unreliable which leaves the West with darling Kenya. The West would support the continued war against the Jihadists at the expense of imposing any sanction on Kenya. Murigi argues that most of the civil society groups in Kenya are funded by the West which would experience greater financial needs in the event that the economy of Kenya crumbles. This crisis would exert more financial obligation and pressure on West in terms of meeting the increased work load of the civil society groups, formation of committees, making of international appeals among others thus creating unnecessary cash need.⁷⁴ Development Aid is yet to show its fruits in Africa. There

⁷⁴ <http://www.nation.co.ke/oped/Opinion/West-cant-afford-to-sanction-Kenya/-/440808/1671468/-/gqrhs4z/-/index.html>

is sufficient evidence of poverty, malnutrition among children, inadequate access to education, and limited access to basic needs like water and food among others. On the contrary a luxurious spending is evident on the part of a few Africans in terms of the vehicles they use; hotels they book are suspected to be resulting from donor money as is the case in Angola. Graham Hancock shows wastage of aid money.⁷⁵ UNHCR faces the challenge of working in an insecure environment which puts the lives of its security and refugee officials at stake. Certain aid workers have been abducted while others live in fear of other related physical threats. The current big size of Dadaab and Alinjugur camps makes public safety an elusive venture. The refugee population in Nairobi suffers lack of proper planning and responses due to its spread nature. The rapidly growing refugee populations in Kenya has put more strain in the provision of crucial services and proper infrastructure posing a threat to public health of the refugees and the host communities. The refugees have increasingly lost public support in Kenya as they are seen as a danger to national security and stability. The refugees have also put a major financial and environmental burden to the relevant aid partners which the UNHCR has to work on. At present, the budgetary requirements for refugees are estimated at USD 251.6 million.⁷⁶ International and Non-governmental Organisations play a dependable role in provision of education in camps. These levels are pre-primary, primary, secondary, adult education, special education and vocational schools. The large number of refugees has made the quality of education to be compromised. This has also affected year planning cycles and undermined forward planning efforts.⁷⁷

⁷⁵ http://www.fee.org/the_freeman/detail/book-review-lords-of-poverty-the-power-prestige-and-corruption-of-the-international-aid-business-by-graham-hancock#axzz2f037owh9

⁷⁶ UNHCR Global Appeal 2013 Update

⁷⁷ Kerstin Kalstrom, UNICEF/KCO

2.4.4 Foreign Aid as Intervention in Certain Locally Deprived Areas

Some people look at foreign aid as a positive intervention in local areas which have experienced deprivation and marginalisation. This intervention is justified by experts in various fields such as health to improve health in Africa through harmonising remuneration in the health sector to make it attractive, providing recruitment and training support for medical personnel among others. Africa sub Sahara region experiences great scarcity of doctors and medical personnel which is a major problem in Kenya, Nigeria, Uganda and Ethiopia. Yohannes Kinfu, Richard Schelfler, Mario Dal Poz and Jenny project a future deficit of about 167,000 physicians by the year 2015⁷⁸. The governments ought to work in cooperation with the donor agencies to prevent the potential shortage in future through enacting proper policies which will boost recruitment of workers and their retention in the areas of service. A good example is the plan to connect health facilities in Africa with health facilities abroad together with the respective medical personnel through proper channels like telecommunication or internet to minimise negative effects on the states which are greatly deprived of such facilities and personnel. The governments of Africa like Kenya should set up policies which will shield them from effects of brain drain in the area on medicine whereby able doctors identify better markets in Australia, Britain, Canada and United States.⁷⁹

2.5 Debates Relating to Challenges Facing Foreign Aid in Kenya

2.5.1 Foreign Aid as a Self Serving Venture

Michael Maren, a disillusioned aid worker finds no future with Aid projects⁸⁰. He asserts that all forms of aid seek to serve self. Major famine outbreaks only provide opportunity for

⁷⁸ <http://blog.kmpdu.org/2011/12/05/foreign-aid-should-boost-africa-read-kenya-doctors-pay-who/>

⁷⁹ *ibid.*

⁸⁰ http://www.fee.org/the_freeman/detail/the-road-to-hell-by-michael-maren#axzz2f037owh9

certain individuals or groups to advance their interests. The advertisements made due to a disaster like famine seeks to lure donors for charitable ventures rather than to address the very hunger in context. According to the writing of Hancock, a project that is supported by foreigners takes the shape and implementation by foreigners. The tools and equipment used in the same situation will be imported from foreign markets. A commentator by the name Paul Theroux points out gaps labour intensive technologies⁸¹ whose popular intention being to utilize African labour so as to meet African problems is watered down by the strings it comes with it. The social and economical benefits that are derived from this technology such as job creation in building roads, dams, sewer systems among others turn out to be a tact to create market for donor machinery through the constrains put there by the donors. These requirements that machines be bought from donor countries or firms to be contracted originate from the donor country takes away from the benefits Africa would enjoy. The time limitations placed by donors on the scheme tend to favour big contracts and heavy investment on the equipment. We can argue that labour intensive projects in Africa are not fully developed due to self interested donor aid.

2.5.2 Foreign Aid as a Result of Poor Tax Policies in Kenya

Ken Kigunda argues that Kenya can be freed from foreign aid with efficient tax systems. The word 'freeing' shows that foreign aid is a yoke or enslavement to Kenya. He suggests to the government an inclusive and equitable tax system involving all classes of investors or entrepreneurs to raise adequate funding. The current tax regimes have loopholes which ought to be sealed so as to expand the tax basket in Kenya. Alvin Musioma criticises the mentality that developing countries are so poor that they cannot accumulate capital⁸². He trashes the thinking that the developing nations only have the option of attracting external direct

⁸¹ http://books.google.co.ke/books/about/Guidelines_for_the_Application_of_Labour.html?id=MqCePgAACAAJ&redir_esc=y

⁸² <http://safariafricaradio.com/index.php/business/101-economics/2041-efficient-tax-systems-can-free-kenya-from-aid>

development so as to build infrastructure. He recommends taxation method that caters for different income levels. Tax measures have borne fruits of influencing behaviours in various countries. It has shifted peoples' habits from excessive drinking, smoking among others to positive behaviour like saving for education and buying properties. It is incumbent upon the government to facilitate equitable distribution of resources through designing an appropriate tax system for the general welfare of its citizens. Musioma faults governments which try to cut down on public project expenditure and avoid expanding their revenue policies. He discourages tax incentives which aim at attracting foreign investment and safeguarding large corporation at the expense of losing revenue. He finds tax incentives as a major cause of foreign aid. Kenya loses tax in certain cases where local wealthy investors relocate their investments to lower tax jurisdictions for economical production and affordable consumption. This leaves the government with the burden of spreading its tax requirements to the entire citizens to finance its operations. Musioma blames Africa for tending towards Value Added Tax (VAT) option which raises the price for certain basic needs like food, education and health care among others. This impoverishes the poor even more.⁸³

2.5.3 Foreign Aid as a Result of Poor Government Policy on Large Corporations

Will Ruddick publishes an article showing the food Kenya exports and the food aid Kenya receives. According to the World Food Program, Kenya experiences an annual need of \$300 million USD for food aid payment. On the other hand in 2010 Kenya's exporters delighted in exporting approximately \$3 billion worth of food products. Based on these figures, the ratio of food aid Kenya receives to food products it exports is ridiculously 1:10. Kenya is to blame for not solving its food problems but over relying on aid. The amount of income Kenya raises from exporting for instance food, flowers and vegetables should translate into improving the

⁸³ <http://safariafricaradio.com/index.php/business/101-economics/2041-efficient-tax-systems-can-free-kenya-from-aid>

capacity of Kenya to meet its food requirements. It doesn't add up that Kenya can make 1 billion USD for instance in 2011 from horticultural export and still have its citizens starve yearly. The big profits generated in these horticultural firms do not translate to better living conditions even for the workers in those firms. The poorly paid workers earning a minimum wage of about 2USD are unable to make savings that would improve their living standards. The writer blames Kenya for favouring large corporations at the expense of common Kenyans. The corporations buy big parcels of land for their companies, under pay workers, reward certain politicians and repatriate millions of profits.⁸⁴

2.5.4 Foreign Aid as a Result of Corrupt Leadership in Kenya

Alan Coyne working as international human rights activist and aid worker thinks that corruption in Kenya is the major cause of food crisis that UNWFP can do nothing about but to continue sending food aid. Alan also brings in the issue of political power in relation to land ownership which has been passed down from one generation to another. Price Waterhouse Coopers declared Kenya as the most financially corrupt state globally followed by Nigeria and Mexico. Transparency International finds Kenya among the worst corrupt countries. The UN reports indicate that Kenya has profound inequalities on the continent of Africa. The solution to the food problem is not food aid at all. There is need to tackle corruption which cripple development plans in Kenya. It is important to sensitise Kenyans to fight against exploitation and raise food crops. Kenya ought to stand on its feet and provide responsible leadership and governance. Kenya should be bold enough to benchmark against Japan and the United States who subsidize their farmers and reduce importation. Kenya should take over control and management of corporations which are currently in foreign hands. This will promote cooperatives like the Rumuruti Forest Association. Kenya should

⁸⁴ http://koru.or.ke/Kenyas_Food_Exports_vs_Food_Aid

embrace local entrepreneurship cultivate responsible business actions to safeguard food production. Food aid is a threat to establishment and growth of local food industries.⁸⁵

2.6 New Approaches of Foreign Aid in Kenya

Attention is shifting to new approaches in developmental aid that take into account that Africa is capable of solving its own problems with the training and technical expertise from the West. These are Self Help initiatives. These initiatives tend to change the game from relief organisations to more powerful organisations that focus on building capacity at community level to evade, handle natural disasters like drought, famine among others that are cyclic in nature. The need to provide a more integrated and durable approach addresses one aspect of the problem and recognises the effect brought about by the others. For instance, addressing education problem is important but it also calls for addressing nutrition, improving agricultural production goes hand in hand with creating market for agricultural products, addressing HIV scourge and addressing negative gender treatment that predisposes women to abuse by men. It calls for Africans to own their problems and deal with them themselves. Self Help initiatives have helped to boost education in Kenya. We have examples of schools like Baraka College, Elementaita Primary School which have enjoyed funding from Ireland. The local community has played a key role in supporting the Self Help programs for their children. The approach of Self Help avoids involvement of hand outs or money and enables the communities to develop themselves. The program fights poverty among the people in the community by raising their income levels. This people-centred approach gives them chance to learn from their own mistakes by learning from one another and change their positions for the better and be empowered.⁸⁶

⁸⁵ http://koru.or.ke/Kenyas_Food_Exports_vs_Food_Aid

⁸⁶ <http://www.lapofafrica.com/page22/page22.html>

2.7 Conclusion

To conclude, it is incumbent upon the EU to re-organize its aid policies in a manner that supports a more conducive local political balance in appreciation of the economic changes in Kenya. The relations of the EU and Kenya ought to graduate to values-based engagement as the EU aid will eventually experience influence. The EU would also take advantage of the popular desires by forming partnerships with non state actors for the donors to enjoy institutional and political transformations. There is great hope for EU in emerging economies like Kenya to experience tremendous developmental agenda through fostering the participation of developing states in triangular cooperation initiatives spearheaded by the south. Strategic goals and common objectives will determine and dictate the future of donor policies in emerging economies like Kenya.⁸⁷

⁸⁷ A Post-Aid, EU-Kenya Partnership? Policy brief September 2011

CHAPTER THREE

FOREIGN AID AND REFUGEE POST PRIMARY EDUCATION IN DADAAB

REFUGEE CAMP (2002-2012)

3.1 Dadaab Refugee Camp

3.1.1 Physical size, Location and Population

Dadaab refugee camp is the largest refugee camp in the world currently hosting over 500,000 refugees an increase from 314,309 as of March 2011. It is about 150km from Kenya-Somalia Border.⁸⁸ It was located there for refugee encampment due to its proximity to the country of origin of refugees who are mainly Somalis. It was also considered for being remote and limited in agricultural value and economic significance.⁸⁹ Dadaab experiences semi-arid climate and harsh weather conditions and experiences floods in wet seasons.⁹⁰ There are three major camps in the complex namely, Dagahaley, Hagadera and Ifo. The camps are approximately within 18km radius from Dadaab main offices.

3.1.2 Establishment of Dadaab Refugee Camp

The collapse of Somali government led to establishment of Dadaab refugee complex in 1991. It was formed to accommodate refugees fleeing Somalia which was then experiencing drought and war. The main offices in Dadaab host the United High Commissioner for Refugees' office. It also hosts the operating partners of UNHCR comprising over 20 implementing partners.

The UNHCR invited the Lutheran World Federation/Department in charge of World Service (LWF/DWS) in 2007 to design plan and manage the camp. Ifo and Kambi Oos projected a new number of 180,000 refugees by 30 Nov 2011. Children and youth below 24 years

⁸⁸ UNHCR, "UNHCR Sub-Office Dadaab Operations Briefing Kit" (unpublished document, UNHCR, Dadaab, 2009)

⁸⁹ Cindy Horst, *Transnational Nomads: How Somalis Cope with Refugee Life in the Dadaab Camps of Kenya*, Studies in Forced Migration (New York and Oxford: Berghahn, 2006).

⁹⁰ UNHCR, "UNHCR Sub-Office Dadaab Operations Briefing Kit" (unpublished document, UNHCR, Dadaab, 2009)

comprise about 70 per cent of Dadaab camp⁹¹. The planning team comprising engineers and surveyors took up the task of executing the refugee camp plans which entail sub-dividing the suggested refugee sites into proportional areas for residence and other basic services. These services are schools, roads, recreation and health centres. The planning took into account environmental sustainability in the areas camps is established. Location of Dadaab in arid and semi arid lands of Kenya predisposes it to conditions of thorny vegetation cover, floods in rainy seasons. The use of Google Earth, aerial images, and field visits with involvement of the local community helped in finding the appropriate solution in creating a better environment for refugees to inhabit. The plan took into account economic and social concerns of the people in Dadaab. This appreciates the use of available land for generation of income to boost refugees' livelihoods. The layout also catered for space for primary and secondary schools, health facilities and other uses like religion. The plan identified social diversity as important factor to the residents. There was provision of playing fields for football and for younger children too. The planning was made in a manner that allowed participation in Dadaab. The contribution of women and minority groups reflective of the culturally diverse communities of refugees was highly esteemed. Committees which were responsible for ensuring camp lay out plan were maintained got adequate training. According to George, one of the planners at the Dadaab camps, the representatives of host community and government representatives took part in the planning process at the Ifo extension and Kambi Oos⁹².

3.2 Foreign Aid to Post Primary Education in Dadaab Refugee Camp

3.2.1 Rationale of Foreign Aid to Post primary Education in Dadaab Refugee Camp

There is need to raise the literacy levels among the refugees in Dadaab camp. Only 57,000 of 221,000 school going age are enrolled in the formal education system according to NRC. The

⁹¹ http://www.flyktinghjelpen.no/arch/_img/9141709.pdf

⁹² *Ibid.*

age of children and youth out of school to a great extent exceeds the appropriate age for enrolment in regular education. This shows that these refugees are academically marginalised and aid would be of great significance. The camps suffer from the problem of inadequate or lack of school buildings, learning material and qualified teachers.⁹³

3.2.2 Forms of Foreign Aid to Post Primary Education in Dadaab Refugee Camp

There are various forms of aid given by various players in support of post primary education in Dadaab refugee camps. The European Union has put up a project seeking to improve the standards of education in Dadaab refugee camp as reported on April 21st by Ergo, a Somali radio. This project will cater for construction of new classrooms for all schools in Dadaab camp. The project will fund merit scholarship for very top school performers. It will also put up programs for adults and special education in favor of girls. The European Union has set aside approximately 3.5 million Euros (an equivalent of \$4.6 million) for sustaining the project for three years. According to Mohamed Mahad, an EU official, the fund will be shared between the refugees and host communities in the ratio of 3:1. This funding aims to improve the quality of education in Dadaab.⁹⁴

3.3. The Contribution of UNHCR to Post Primary Education in Dadaab Refugee Camp

UNHCR is the main player in providing foreign aid to support post primary education in Dadaab refugee camps. UNHCR supports education as a basic right that guarantees a better future. Education restores hope and value to the refugees and creates self reliance. Education helps refugees to provide leadership in their displaced circumstances and in rebuilding their homes. Individuals and societies can derive a lot of security from their education. UNHCR is concerned about providing quality education. It has developed a strategy for 2012-2016 to enhance refugees' knowledge and skills which would enable them secure healthy and

⁹³ http://www.flyktinghjelpen.no/arch/_img/9141709.pdf

⁹⁴ <http://allafrica.com/stories/201304230122.html>

productive lives, encourage self reliance and motivate peaceful coexistence. There is need to improve access and promote access to post-primary education and training. Secondary education develops leadership capabilities which would positively contribute to welfare of refugees' ethnic communities in post conflict reconstruction and in protracted settings. UNHCR education strategy also aims at expanding opportunities for tertiary education through providing college scholarships in Kenya and by means of distance learning. The UNHCR authorised the Window Trust Kenya to take up the role of managing secondary education which was previously under CARE. CARE had continued managing primary education. The UNHCR together with other NGOs executed a harmonised pay scale as incentive to refugee workers to reduce staff turnover according to US diplomatic cables, 2010.

3.3.1 UNHCR Scholarships

The UNHCR provides higher education scholarship for refugees which are funded by the German government since 1992. Albert Einstein German Academic Refugee Initiative (DAFI) has provided scholarships to thousands of refugees at institutions of higher learning in host countries like Kenya. The university and Para-professional courses have enhanced the leadership skills and better livelihoods for refugees.⁹⁵

3.3.2 Provision of security

The UNHCR provides security, curbs violence and exploitation on refugees. UNHCR has boosted protection from crime which is highly prone in camps. At the moment the police officers in the camps are about 970. The children in camps are able to secure more protection than previously as they pursue academic interests.

⁹⁵ <http://www.unhcr.org/pages/49c3646cda.html>

3.3.3 Provision of Basic Needs

There are specific programs targeted for 1,280 adolescents who are not in school. The students get basic needs and enjoy essential services. There is a proper plan to ensure the refugees get sufficient nutrition. The refugee population currently experiences a better health status. There is proper shelter and infrastructure in the region. The UNCHR seeks to provide adequate housing for at least 60% of the population. UNHCR plans to provide water in stable and portable way. In Dadaab for instance portable water which is available per individual a day is about 24 litres. There are great efforts to provide satisfactory conditions in relation to sanitation and hygiene for the people of Dadaab. A clear plan seeks to ensure at least 60% of Dadaab household have access to latrines. By the end of 2013 every one who deserves would get 250g soap per individual monthly in Dadaab. Women will be able to access sanitary materials and Dadaab refugee students will have access to education.⁹⁶

3.3.4 UNHCR Partnerships

UNHCR works with various partners to realize its goals of providing education in Dadaab at post primary level. These partners either fall in the category of implementing partners or operational partners. The implementing partners comprise Government agencies, Nongovernmental organisations and others. Governmental agencies consist of Department of Refugee Affairs (Ministry of State for Immigration and Registration of Persons), the ministry of State for Provincial Administration and Internal Security, the Ministry of Public Health and Sanitation and the Ministry of Education.

UNHCR partners with NGOs like African Development Emergency Organisation, Centre for Domestic Training and Development, CARE International, Cooperazione Sviluppo (Cescvi), Don Bosco-Kenya, Danish Refugee Council, Film Aid, Fafi Integrated

⁹⁶ <http://www.unhcr.org/pages/49e483a16.html>

Development Association, Handicap International, International Service Volunteers Association, International Rescue Committee, Jesuit Refugee Service, Kenya National Commission on Human Rights, Kenya Magistrates and Judges Association, Kenya Red Cross Society, Kenya Lutheran World Federation, Legal Advice Centre (Kituo Cha Sheria), Norwegian Refugee Council, National Council of Churches of Kenya, Oxfam- UK, Relief Reconstruction and Development Organisation, Refugee Consortium of Kenya, Window Trust Kenya UK in Kenya and Save the Children Fund- UK. The operational partners comprise NGOs such as Centre for Torture Victims-Kenya, Medecins Sans Frontieres-Swaziland and GOAL. IOM, UNAIDS, OCHA, UNDP, UNFPA, UNDSS, UNICEF and WFP.⁹⁷

3.3.5 The UNHCR Budget Analysis

When we look at the UNHCR Emergency Assistance to Somali Refugees we are able to get certain facts in relation to their Budget for January-December 2009. There were about 250,000 refugees coming in the country putting financial weight on the government of Kenya and humanitarian agencies. The annual budget for UNHCR in 2009 for its basic programs and newly arriving refugees for the upcoming year was about US\$ 91.5 million. US\$21.4 million was allocated for UNHCR's Global Appeal under the UNHCR's annual program budget. UNHCR had to seek additional US\$ 70, 14,109 to improve the living conditions of the refugees like construction two new camps to accommodate 40,000- 60,000 refugees.

Education was considered to be among the immediate humanitarian requirements like protection and legal assistance, water and sanitation, primary health care, shelter, firewood, basic non food items, prevention and treatment of HIV and AIDs and meeting specific needs of the people.

⁹⁷ <http://www.unhcr.org/pages/49e483a16.html>

3.3.6 UNHCR's Appeal Budget Requirement for 2009

Table 3.3.6 UNHCR's appeal budget requirement for 2009

Activities and Services	Annual Budget	Supplementary Budget	Total (USD)
Operation Support	4,200,110	12,977,412	17,177,522
Shelter and Infrastructure	1,695,905	8,599,322	10,295,227
Health and Nutrition	3,321,990	6,736,874	10,058,864
Protection, Monitoring and Coordination	4,442,642	4,038,865	8,481,507
Transport and logistics	787,217	7,590,729	8,377,946
Sanitation	1,158,384	5,812,495	6,970,879
Education	900,000	4,649,919	5,549,919
Water	871,873	4,030,495	4,902,368
Support Costs (7%)*	-	4,589,194	4,589,194
Food	891,093	2,655,754	3,546,847
Domestic Needs	1,484,751	841,591	2,326,342
Forestry	-	2,000,000	2,000,000
Income Generation	-	2,000,000	2,000,000
Legal Assistance	970,665	1,734,512	705,177
Community Services	7,180,121	891,947	609,959
TOTAL OPERATIONS	21,442,642	65,559,915	87,002,557
Support Costs (7%)*	-	4,589,194	4,589,194
Program Support	-	-	-
GRAND TOTAL	21, 442, 642	70,149,109	91,591,751

Source: UNHCR⁹⁸

⁹⁸ UNHCR Emergency Assistance Programme for Somali Refugees in Dadaab, Kenya: Bridging critical protection and assistance gaps of the existing Somali refugee population; construction of two camps to decongest the three camps in Dadaab, accommodation and provision of humanitarian assistance to new arrivals, January – December 2009

It is important to note that additional 7% has been added to the total operation requirements for purpose of meeting UNHCR's indirect support costs. This kind of table doesn't show a clear line between the amount of money allocated to primary and post primary education.

Education is only taking 900,000/21,442,642 of Annual Budget = 4.197=4.20%

4,464,919/70,141,109 of supplementary budget =6.356=6.36% 5,549,919/91,591,751 of total allocation =6.059=6.06% we note that the allocation for education is small and there is need for more funds for better education in Dadaab refugee camp.

3.3.7 Functional Distribution of Implementing Partners of UNHCR

The UNHCR reviewed to distribute various partners to effectively implement their goals according to a given sector or refugee camp. This would help promote international standards in Dadaab refugee camp. UNHCR divided health care activities in 2009 between IRC in Hagadera, Doctors without Borders (MSF) in Dagahaley and German Technical Cooperation (GTZ) in Ifo. Health sector was previously in the hands of GTZ. In 2010 the UNHCR apportioned education docket to CARE for primary education and Windle Trust for Secondary education. IRC was authorised to conduct activities in relation to prevention of gender-based violence (GBV) in Hagadera which was previously the mandate of CARE. STC/UK negotiated with the UNCHR to take over the role of sensitization for infant feeding and educational programs. The UNHCR and other NGOs adopted a new harmonized pay scale as an incentive for refugee workers to lower staff turnover. The new pay schedule bases on the job functions and qualification rather than the specific position in the NGOs. This was an economic move that saved the NGOs from spending lots of funds to train their staff especially in education and later lose them to other NGOs in search of better incentives.⁹⁹

⁹⁹ <http://dazzlepod.com/cable/10ADDISABABA135/>

3.4 The Norwegian Refugee Council and Post Primary Education in Dadaab Refugee Camp

According to NRC, more than 165,000 children and youths are locked out of school in Dadaab refugee camp in Kenya. The refugees of Somali origin tend to have very limited educational background. Before the refugees from Somali arrived in Dadaab refugee camp, the available educational facilities had been already overstretched. This prompted the NRC to seek out for donors to increase its support in education. NRC seeks to provide education with the hope of equipping the youth with life skills through Education Pack. They adopt an approach called “heads, hearts and hands”. It is implementing this program in 15 countries worldwide. NRC started the YEP (Youth Education Pack) in Dadaab in 2008 in partnership with the UNHCR. YEP is a program which provides basic education and training to the youth aged 15-24 years who have not little or any formal education. The purpose of this program is to improve the standards of numeracy and literacy for the youth. It also takes into account the knowledge of a vocational or practical skill for the purpose of securing income in future. The program equips the youth with life skills to nurture positive attitudes and social skills. The program also enhances the refugee students’ ability to operate a computer.¹⁰⁰ A report by NRC on Education in Dadaab identifies the problems like the lack of buildings and trained teachers. It reveals that more children drop out of school than those who complete school which affects girls the most. An interview conducted to find out why children and youth are out of school among the refugees in Dadaab showed that about 30% of them preferred religious education which is freely provided. Inadequate funds to acquire learning material and school attires were a major problem according to Linda Kjosaa¹⁰¹. Statistics revealed that 18.5% of parents did not see any meaning for education, 16% blamed it long distance from home to school while 9.5% gave the reason that they did not speak either English or

¹⁰⁰ http://www.flyktinghjelpen.no/arch/_img/9141709.pdf

¹⁰¹ Linda Kjosaa is Education Project Manager for Norwegian Refugee Council based in Dadaab.

Swahili. Other students opted to take care of the family or work to raise income. Some children found going to school risky due to insecurity in the area while 6% gave health or disability reasons. This report shows less than 3,200 youth enrolled in secondary school education and 54,000 in primary school. The number of girls is alarmingly low at 770 in Dadaab secondary school according to the UN. 81% of children expressed great need for attending school. Education ought to get adequate funding and feature as the top priority. Hassan Khaire¹⁰² urges the international community to step up their commitment to education in favour of young Somali refugees¹⁰³.

NRC has undertaken the duty to unite various UN agencies, international and local NGOs and obtain findings in relation to education in Dadaab. NRC collaborated with Assessment Capacities Project (ACAPS), an initiative of HelpAge International, Merlin and NRC. This undertaking enjoyed support of education partners in Dadaab and funding by Norwegian Government. Meeting focused on how the actors could utilize the information to tailor or design appropriate education programs in meeting the rights and needs of the young refugees.

NRC also targets vulnerable individuals for instance, former child soldiers, teenage mothers and children with special needs who might have quit school on grounds of social stigma. The collaboration between the Kenya Institute of Education, UNICEF and Save the Children aimed at condensing the regular curriculum and modify it to the specific refugee operation situation. Kjosaas finds the need for funding to support this program. NRC is currently operating education centres in Dadaab for refugee and local youth. This program provides the refugees with basic academic skills and vocational skills through Youth Education Pack. NRC has enabled about 600 students to graduate yearly. It also provides them with a start up

¹⁰² Hassan Khaire is a Regional Director for Norwegian Refugee Council based in Dadaab

¹⁰³ <http://www.nrc.no/?did=9643474>

kit to maintain their own enterprises. NRC sustains continuing in-service training to 57 YEP teachers. This training focuses on teaching methodology, life skills and other interdisciplinary topics. NRC has put up about three fully equipped permanent schools and three temporary structures to for emergency in 2011. NRC has also built classrooms in existing schools.¹⁰⁴

3.5 Employment for Post primary Graduates in Dadaab Refugee Camp

3.5.1 The Youth Education Pack

It is hard for refugees in Dadaab to secure gainful employment as there are rare opportunities. There is a regulation that bars refugees to seek employment outside of the camps complicate their case even more. NRC has set up the Youth Education Pack (YEP) centres in all the refugee camps and one centre in town of Dadaab for both the youth and refugees. The NRC enrolls about 150-200 youths per YEP centre. This figure consists of 40% female. Small children and young mothers due to availability of baby care units in the centres. The WFP Food for training provides all the students a hot meal a day. Teachers who demonstrate potential are usually recruited from the host community or the camps.

The youth have been able to graduate with skills in carpentry and joinery, electrical wiring, masonry, electronics, hair and beauty, computer secretarial, food and beverages, welding and fabrication, tailoring and dress making. About 60% of the 950 former graduates are in active engagement and utilize the skills they gained in training. The NRC still demonstrates the capacity to open new YEP centres and expand the current centres with increased classes.

¹⁰⁴ <http://www.nrc.no/?did=9643474>

3.5.2 The Role of Accelerated Learning Program (ALP)

NRC set up an Accelerated Learning Program initiative in August 2012 to boost access to education. ALP forms part of the education strategy for Dadaab in 2012-2015. It is a joint product of the Ministry of Education, UNICEF, UNHCR agencies and all education partners operating in Dadaab Camps. This project was to be implemented in Ifo and Ifo 2. The ALP is designed to provide entry point for children joining or rejoining a country's education system. It enables all children either over aged or out of school to obtain a primary school certificate in a relatively shorter period of time. The essence of the ALP is to raise the overall completion rate in refugee camps and also ensure a higher transition into secondary school and vocational training. NRC also seeks to undertake extra measures to cater for other vulnerable persons such as the teenage mothers and children with special needs. NRC has also built 3 fully equipped schools of permanent status, 3 schools of temporary status and 19 more classrooms in already existing schools. NRC remains committed to construct schools through UNHCR financial support.¹⁰⁵

¹⁰⁵ http://www.flyktinghjelpen.no/arch/_img/9141709.pdf

3.6 The Contribution of Oxfam to Education in Dadaab Refugee Camp

Oxfam has indirectly supported education in Dadaab refugee camp in indirect ways. Oxfam provides preventive health measures which include cleaning, installing toilets and simple life saving training in self-hygiene. Oxfam has also installed water facilities and promoted proper use in Dadaab refugee camp. Oxfam has set enterprises in Dadaab refugee camps to make the refugees economically productive despite being deprived to work by government regulation. These enterprises help the many refugees who are unable to advance their studies beyond primary school level. Oxfam has provided employment opportunities to incentive workers in areas of building latrines and educating others on public health. It has provided refugees with necessary tools, seeds and water to support their initiatives of cooperative farms like for Omar Abdullah, a vegetable farmer. Oxfam notes the need for more funding towards education for a better future. Many refugees would wish to return to their homes upon restoration of peace in Somalia and abandon the life of relying on hand outs.¹⁰⁶

3.7 European Union Aid to Post-Primary Education in Dadaab Refugee Camp

The European Union launched a project for Dadaab refugees and the host community with a deliberate intention of improving education in north eastern Kenya. It made a budget of 3.5 million Euros and allocated 75% to the refugees while 25% to the host in Fafi and Lagadera constituencies for a three period according to Mohamed Mahad Sabuul, an EU official. This project was set up as a response to education assessment survey conducted earlier in 2011 showing poor quality of education in Dadaab. The funding would cater for new classrooms for all the schools in the area. It will provide scholarships for top students, support adult education programs and a special program for girls' education. The funds would also support teachers training of about 80% from the camps and 20% from the host community. The area

¹⁰⁶ <http://reliefweb.int/report/kenya/dadaab—one-year-after-famine>

MP for Fafi Ilyas Bare reiterated the need for better education in the area and supported the initiative to take girls to school who were by far lower in number than the boys¹⁰⁷. Statistics showed that more 85,500 children who have attained the school going age were not taking school in Ladgera constituency according to Noor Bare working as an education official in the county of Garissa. Fafi had 35,000 children affected in the same manner too. There are about 22 primary schools and 6 secondary schools in the refugee camps. There are 6 primary and 2 secondary schools at Hagadera, 8 primary schools and 2 secondary at Ifo camp, 6 primary and 2 secondary schools at Dagahaley camp and 1 primary school at Aws. The host community in Dadaab has 2 primary schools and 1 secondary school only for about 6000 pupils yearly. The education officer based in Hagadera, Mohamed Yusuf Keynan identifies the problem of overcrowded classrooms, inadequate teachers, insufficient reading materials and text books. NGOs have a lot of work to do for better education in Dadaab.¹⁰⁸

3.8 Salient issues on Foreign Aid and Post Primary Education Dadaab Refugee Camps

3.8.1 Challenges Facing Post Primary Education in Dadaab Refugee Camp

Refugee Voice 2010 shows poor school attendance at Post primary institutions in Dadaab Refugee camps. The UN gave a 43% primary school attendance and 12% secondary school attendance. 19 primary schools in the camp were funded by the UNHCR, 11 schools were self-sponsored and private and 6 refugee secondary schools. About 2,500 refugee children did their Kenya Certificate of Primary education but only 1/5 of them moved to secondary school. Vis a Vis the national statistics being at 82% primary and 49% secondary. US diplomatic cables for Sep 2, 2012 revealed that a possible increase of refugees into Dadaab refugee camp due to suspension of food aid in certain areas controlled by Al Shabaab. This would need proper plan otherwise it would disorient the stability of Dadaab camps. The UNHCR had to

¹⁰⁷ http://radioergo.org/en/read.php?article_id=899

¹⁰⁸ Ibid

get permission from the Garissa County Council so as to extend the Ifo camp due to the need for a 4th camp in Lagera district to host 80,000 refugees. The UNCHR had to build strong relations with the host communities to succeed in their plans and address the problem of encroachment. With the population of 325,000 refugees in Dadaab camps, the UNHCR's budget was \$24.5 million in December 31, 2010 excluding the allocation for extending Ifo camp. It also did not factor in the additional number of refugees who were flocking in from Somalia. According to the UNHCR staff the funds allocated did not meet their cost of basic needs and development of infrastructure or building of classrooms needed in the camp. UNHCR has faced security challenge in Dadaab refugee camp. The fall of Doblei in the hands of Al Shabaab and armed groups posed security threat to UNHCR. There were threats of thirty men dispersed in the three camps with trained drivers to carjack international agency vehicles to be used in Somalia. CARE also reported cases where armed men were targeting new point where food was being distributed in Ifo camp. UNHCR had to request for armed police detail to be positioned at the entrance of the Dadaab Main Compound (DMO). The armed police also took patrols inside the DMO at night. The UNHCR would be given five vehicles for deployment to the camps for assisting police patrols. This insecurity made other organisations such as Save the Children/UK(STC/UK), NRC and CARE. They did not allow their international staff to leave the DMO to travel or to work in camps. NGOs like Film Aid and Handicap International to some extent limited their movements and modified the programs. One notable case was that of an Oxfam employee being removed from Dadaab in response to a specific threat against Oxfam staff from the nearby Wajir District. Insecurity has made life difficult for the refugees and aid workers in Dadaab. It has affected planning process, reduced aid staff on the ground thus compromising the quality of assistance. Dadaab refugee camp suffered neglect by international community especially in 2011 when its exhaustion attracted media attention that later resulted in positive response from aid agencies

and emergency funding to restore it to normal operation. There are several cases where security operations have targeted refugee camps in Dadaab for instance Ifo Refugee camps. According to the standard newspaper of May 24th, several killings prompted this kind of police operation. The regular police, administration police officers and the the General Service Unit took part in the operation. The regional police chief Charlton Murithi states the intention of the operation to be restoring peace in the camps and safeguard the lives of the guards and the people in the camp and shields the region from the perpetrators of violence in the north eastern region.¹⁰⁹ Competition for various priorities has affected education at post primary level in Dadaab refugee camp. Security, relief among others take a lot of funds. There are cases where refugees have taken long to gain official recognition in Dadaab refugee camp which limits them from benefiting from opportunities available for refugees. This prompted The Department of Refugee Affairs (DRA) to take upon itself to announce month-long opportunity to register refugees from June5-July4 2012. The relocation of refugees to Ifo 2 and Kambios was a desperate option as the camps were not yet fully developed and lacked many basic services. There were many cases where Kambios hosting 13,413 refugees had to move to Hagadera for food rations¹¹⁰.

The UNCHR faced the challenge of inadequate funding which would make it contemplate to use their reserve funds or to launch a new appeal for funds. Refugee Voice 2010 indicated that scarcity of funds was a great a great barrier to post primary education in Dadaab. UNESCO indicated that education was the most underfunded humanitarian aid with only 2% of humanitarian assistance. The UNHCR received about US\$30 million in support for refugee children education but this figure seems to exclude Post primary education in Dadaab. Elizabeth Campbell, an employee with Refugee International (RI) speaking to IRIN

¹⁰⁹ http://sabahionline.com/en_GB/articles/hoa/articles/newsbriefs/2013/05/26/newsbrief-10

¹¹⁰ Effects of funding shortfalls Dadaab/Alinjgur, April 2012. UNHCR information note.

cited lack of funding and trained teachers in refugee education in Dadaab. She recommended more funding and capacity expansion to solve the education problem. The community put up three secondary schools which suffered financial constraints. Parents had to pay a certain amount of money for teachers and maintenance according to the chairman and founder of the schools, Mohamed Kasim. There is inadequate supply of trained personnel in post primary institutions in Dadaab refugee camp. UNICEF noted the problem of inadequate teachers, 50 of whom were untrained while 35 trained teachers in secondary school. Refugee Voice 2010 presents refugees as being financially constrained people. A form four student by the name Aweys cited the problem of lack of laboratory apparatus and other basic equipment of importance for practical classes. NGOs like Windle Trust Kenya and Care gave certain donations in support of stationery and text books for community based schools in Dadaab refugee camp. A student from Towfiq Community Secondary School gives a situation whereby they were selling the food provided to them by UNWFP so as to pay Ksh 3,300 for 2011 admission¹¹¹. Post primary education in Dadaab is challenged by lack of space. Kenyan authorities were faulted for failing to provide space for expansion of educational opportunities and structures in Dadaab refugee camp.

The majority of refugee population are usually women and children who are more vulnerable and need tender care. The in June 2012, the 5 refugee camps registered 465,611 refugees and other unregistered refugees. $\frac{3}{4}$ of this population consisted of children of age 12, women and the elderly.¹¹² There is minimal motivation for refugees to undertake scholarly venture as refugee teachers get meagre salary incentive or about 8,000/= monthly according to Mohamed Hassan Dirige who wish to return home for better terms of service.¹¹³ The political

¹¹¹ Total population 465,092; 201,537 are 0-11 years old; 16,461 are 60+; 120,278 are female aged 12 to 59 years old. Source: UNHCR camp population statistics (6 May 2012).

¹¹² Ibid

¹¹³ <http://reliefweb.int/report/kenya/dadaab—one-year-after-famine>

nature of refugee presence inhibits developmental responses to refugee problems which affects post primary education.¹¹⁴ inter-agency conflicts in provision of services to refugees, for instance between the UNHCR, UNDP, the US State Department's Bureau for Refugees Programs and USAID make relief and development planning a challenge.¹¹⁵ Kenya would want to support a developmental framework which is seen as favouring the international community's interest of repatriation and not integration of refugees. This results in limited development in education.¹¹⁶ Significant governmental concerns have had adverse effects on post primary education in Dadaab refugee camp. The government of Kenya has been concerned about the scale, duration and cost of the entire immigration and implications on security. On the other hand, there are complaints on the restrictions given the camp dwellers which bar them from free traveling in Kenya.¹¹⁷ The local community and encroachment challenge have posed certain dangers to post primary education in Dadaab refugee camp. The relations among the refugees and local community in Dadaab have suffered a lot of friction though, improving with time. This is caused by the either refugees or locals putting up shelters and enterprises not designated for such. The UNHCR and other agencies have been bothered by the green spaces and market areas. The WFP have cited problems of distributing food with trucks because of the expansion of local enterprises around the Food distribution points which constrict the routes used by the trucks. Lutheran World Federation (LWF) responsible for managing camp reported cases where local councillors were selling plots to locals and refugees against the decree by the Garissa County Council seeking to dismantle all

¹¹⁴ Tania Kaiser, "Participating in Development? Refugee Protection, Politics and Developmental Approaches to Refugee Management in Uganda," *Third World Quarterly* 26, no. 2 (2005): 351-67.

¹¹⁵ Jeff Crisp, "Mind the Gap! UNHCR, Humanitarian Assistance and the Development Process," *International Migration Review* 35, no. 1 (2001): 169.

¹¹⁶ Gil Loescher, Alexander Betts, and James Milner, *The United Nations High Commissioner for Refugees: The Politics and Practice of Refugee Protection into the 21st Century* (New York: Routledge, 2008); Monica Duffy Tort, "The Myth of the Borderless World: Refugees and Repatriation Policy," *Conflict Management and Peace Science* 24, no. 2 (2007): 139-57; B. S. Chimni, "From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugee Problems," *New Issues in Refugee Research*, working paper no. 2, 2008.

¹¹⁷ <http://cliffhague.planningresource.co.uk/2011/08/09/planning-dadaab-the-worlds-largest-refugee-camp/>

unauthorised structures. NGOs in Dadaab continued to report challenges with tribal leaders and local authorities over hiring decisions which did not meet their specific interests.

3.8.2 Benefits of Post Primary Education in Dadaab Refugee Camp

It is good to ask whether post primary education for refugees is of any benefit to anyone. It is also important to query whether there are any opportunities for the refugees in Dadaab camp. It is significant to find out whether there exist any social benefits the society can enjoy from post primary education in Dadaab refugee camps. I give descriptive findings to help appreciate the manner in which educational opportunities strengthen refugee community in Dadaab refugee camp. The post primary education opportunities equip refugees to be of value in the camp, local integration, in repatriation and third country. There was a wrong notion in the world in 1970s-1990s that post primary education benefited an individual more than the society. This notion resulted in international community and institutions limiting their support to education at primary school only which was against the Education for All initiative.¹¹⁸ An estimated 1/4 of international aid in developing African states like Kenya at the moment supports post primary education.¹¹⁹ This is a clear improvement from the way donors looked at education aid.¹²⁰ The World Bank report of 2002, 'Constructing Knowledge for development' supported distance learning for development reasons as they yielded private rewards close to that of secondary school education.¹²¹ World Bank also reiterated its support for Information and Communication Technologies and holistic system of education for the

¹¹⁸ Bloom, Canning, and Chan, "Higher Education and Economic Development in Africa."

¹¹⁹ Joel Samoff and Bidemi Carrol, "Conditions, Coalitions and Influence: The World Bank and Higher Education in Africa" (paper presented at the Annual Conference of the Comparative and International Education Society, Salt Lake City, March 8-12, 2004).

¹²⁰ Birdshall, "Public Spending on Higher Education in Developing Countries"; Task Force on Higher Education and Society, "Higher Education in Developing Countries: Peril and Promise" (Washington, DC: World Bank, 2000); Bloom, Canning, and Chan, "Higher Education and Economic Development in Africa," "Financing Higher Education in Africa," in *Directions in Development: Human Development* (World Bank, 2010); Van Den Bor and Shute, "Higher Education in the Third World."

¹²¹ Bloom, Canning, and Chan, "Higher Education and Economic Development in Africa."

benefit of all on the globe.¹²² According to 2008 statistics, enrolment into post primary education in Africa was about 6%, much lower than the global average of 26%.¹²³

3.8.3 Does Kenya Benefit from Post Primary Education in Dadaab refugee camp?

Post Primary education for refugees in Dadaab refugee camp would benefit Kenya if the government revises its policies of encampment and support integration. It is clear that supporting education would be an expensive venture in the long-term hence there is need for stakeholders carefully make rightful choices. Post primary education plays a pivotal role in nation building and peace enhancement processes in areas recuperating from war.¹²⁴

Post primary education may increase tax revenue, improve national health, reduce population growth and provide a more stable environment for technological improvement.¹²⁵ NGO Network of Integration Focal Points recognises the fact that education efforts, vocational training and language learning would help refugees to take active part in their own interaction with the third country resettlement making an easy way for the children to adapt to the new environment in a productive manner.¹²⁶ Post primary education enhances active participation of refugees in planning and policy making in regard to their own situation thus becoming their own solution for development rather than being a burden to the society.¹²⁷ Post primary education is part of a debate; “relief” Vis a Vis “development”. In relief cases, crises usually start and end and donors identify the immediate problems and fix them quickly and effectively.¹²⁸ Relief usually considers material aid like shelter and post traumatic stress

¹²² "Constructing Knowledge Societies: New Challenges for Tertiary Education" (Washington, DC: World Bank, 2002), xix.

¹²³ UNESCO, Dynamic Data Mapping, Global Monitoring Report 2008, <http://www.unesco.org/en/efareport/ddm/>.

¹²⁴ Ibid., 10.

¹²⁵ Bloom, Canning, and Chan, "Higher Education and Economic Development in Africa.

¹²⁶ NGO Network of Integration Focal Points, "Policy Briefing on Access to Vocational Training and (Higher) Education for Refugees and Migrants in Europe," 1, http://www.epim.info/wp-content/uploads/2011/02/ECRE-Policy-Briefing_Vocational-training-higher-education.pdf.

¹²⁷ Zeus, "Exploring Paradoxes around Higher Education in Protracted Refugee Situations," 4.

¹²⁸ Jandranka Mimica and Paul Stubbs, "Between Relief and Development: Theories, Practice and Evaluation of Psychosocial Projects in Croatia," *Community Development Journal* 13 (1996): 283.

management while it excludes education. Care and maintenance aid to the refugees should be short term as the donors many get exhausted in the long run dependency.¹²⁹ It is important develop a model for refugee development that would allow refugees to make choices rather than create in them a feeling of paralysis.¹³⁰ The restrictive Kenyan labour laws made it hard for refugees teachers to seek employment elsewhere and confined them to the refugee camps and were underpaid \$70 a month. A youth spokesperson, Liban Rashid in Ifo camp faulted the lack opportunity for the idle refugees as they would find their way to drugs or criminal engagements. Human Rights watch reported cases whereby Somalia's Transitional Federal Government was recruiting youths from Dadaab refugee camps and also blamed the Kenyan government for the same.¹³¹

3.8.4 Priority Areas for Post Primary Education in Dadaab Refugee Camps

Foreign aid supports post primary education in Dadaab in the areas of Adult literacy, Technical and Vocational Education Training (TVET), Teacher Training Programs (TTP) and available scholarships. As of August 2009, the UNHCR showed the need for 46 new schools so as to provide formal education for all children.¹³² There were three key secondary schools established by NGOs with about 1644 students in 2009. The refugee community established three schools with about 1048 students as of 2010.¹³³ These schools received support from UNHCR, Care International and Windle Trust Kenya.

¹²⁹ Harrell-Bond, *Imposing Aid: Emergency Assistance to Refugees* (Oxford: Oxford University Press, 1986); Roger Zetter, "Labelling Refugees: Forming and Transforming a Bureaucratic Identity," *Journal of Refugee Studies* 4 (1991): 39-61; Jennifer Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (Minneapolis: University of Minnesota Press, 2000); Black, "Putting Refugees in Camps," *Forced Migration Review* 2 (1998): 4-7.

¹³⁰ Mimica and Stubbs, "Between Relief and Development," 283.

¹³¹ <http://dadabcamps.com/2012/04/28/refugee-schools-in-dadaab/>

¹³² UNHCR, "UNHCR Sub-Office Dadaab Operations Briefing Kit" (unpublished document, UNHCR, Dadaab, 2009).

¹³³ WTK (Windle Trust Kenya), "Monthly Education Statistics for Secondary Schools in Dadaab in 2010" (unpublished document, Windle Kenya Trust, Dadaab, Kenya, 2010).

3.8.5 The Future Prospects of Foreign Aid to Post Primary Education in Dadaab Refugee Camps

In view of the prevailing refugee situation in Kenya, it is realistic to think that Dadaab refugee camps are likely to stay for a little longer and so should the important activities thereof like post primary education. The increasing stability in Somalia and South Sudan Republic would reduce the refugee burden coming from the respective countries to a certain extent whereby the refugees willingly repatriate to their respective countries of origin. English language program undertaken by WTK attracts support and appreciation from international community. The funds emanating from Diasporas and business leaders in Dadaab create income opportunities for the Dadaab residents which would increase education access where their contribution is necessary in the camps and lower overdependence on foreign aid. Refugees who benefit from scholarships that result in taking overseas studies like in Canada are likely to champion their support for post primary education in Dadaab. The local reduction in internet and mobile communication charges would have a direct impact on educational opportunities for refugees in Dadaab. The appreciation by international community of the benefit of post primary education in equipping future leaders is convincing to donors to assure their continued support. The developmental initiatives which donor organisations take in support for post primary education provides a kind of assurance for supporting post primary education in the long run. Quality of post primary education may only be a guarantee with sufficient foreign aid, local investment, and political instability in the region.¹³⁴ The dream for the best post primary education in Dadaab refugee camp will be met with global economic improvement and appropriate education policies to motivate donor funding.

¹³⁴ Country Strategy Approved by Trustees: 2011-2015

3.9 Conclusion

At this point, there is sufficient documented information affirming the existence of post primary education in Dadaab refugee camp. The main challenge remains to be limited resources channelled to that sector. The many challenges of political and socio-economic may have to be greatly dealt with to push post primary education to another level. There is great hope that international community is increasingly allocating resources and manpower to make post primary education a reality for al refugees in Dadaab refugee camp.

CHAPTER FOUR

CRITICAL ANALYSIS AND EVALUATION OF POST PRIMARY EDUCATION IN DADAAB REFUGEE CAMP

4.1 Introduction

This chapter brings in the analysis of relevant facts and figures found in this study. It examines important opinions of certain scholars and relevant theoretical and policy guidelines in relation to Foreign Aid and Post primary education in Dadaab refugee camp. This section also factors in the responses from certain field officers who provided information as interviewees or respondents in their various capacities. It critically addresses emerging issues in regard to certain challenges of Foreign Aid and Post Primary Education in Dadaab refugee camp, Prospects of New Approaches to Foreign Aid and Refugee Education, and Areas Foreign Aid needs to address.

4.2 Discussion and Analysis

At this point we find that Dadaab refugee camp which is the largest comprising sub camps Ifo, Hagadera and Dagahaley needs a lot of support for the realization of post primary education. Its establishment in 1991 shows that initial targets have been overtaken with time as the refugee crisis has recently been on the increase calling for reorganization of the camps to meet international standards of human rights and developmental expectations at individual level and global level. Location of Dadaab refugee camp in semi arid region subjects the refugee life to hardship lifestyle to which most of them take long to adjust. Most refugees in Dadaab refugee camp are of Somali origin which creates a tricky situation for refugees who have historical clan related differences to work together as they have already formed certain attitudes against one other. The hostility from the local community complicates the refugee life as they do not have a lot of options to go for. Inadequate latrines and inadequate water

supply have compromised the quality of life in Dadaab affecting up to 82% of refugees. Nearly 50% of school going age youths is locked out education system. UNHCR shows the need for additional 46 schools to provide education for all children in Dadaab. The teacher student ration of 1:68 is alarming according to 2009 data of which over 90% of the teachers had insufficient training to teach. Boys enjoy a higher enrolment ratio of over 60% compared to the girls. NGOs and Community have built secondary schools for the refugees but they are not enough for all the learners. The respondents reveal that UNHCR, Care International and Windle Trust Kenya support refugee education in Kenya the most. The funding options remain limited which wastes away the youth who would otherwise undertake livelihood opportunities and technical courses. Munene Nicholas cited cultural and traditional practices as a key impediment to girls' education¹³⁵. Other challenges included over congested schools, inadequate school facilities, and inadequate trained teachers. All the participants cited financial challenge to post primary education. Most participants identified NGOs as the main donors with a bias towards Girl Child Education (GCE). Mwiki Abraham¹³⁶ stated the challenge of inadequate sponsors for secondary education. He also blamed other NGOs which feel that Education is not a top priority and only focus on providing water, health and food. Kimondo Gabriel¹³⁷ argued in support of temporary structure to the refugee situation being temporary hence no need for long term programs but was contradicted by Kivoto David¹³⁸ that some refugees have been in the country for nearly two decades and may be around for a little longer. Ten respondents appreciated the role ESL training in facilitating communication in Dadaab refugee camps. They also praised WTK for the role in plays in learning and empowering learners to engage in certain jobs through ESL programs such as Adult Literacy and Training. ESL helps address the plight of vulnerable groups like women

¹³⁵ Munene Nicholas, an independent researcher on Girl Child Education in Dadaab interviewed on 10th August 2013

¹³⁶ Mwiki Abraham, an employee with Window Trust Kenya based in Dadaab interviewed on 15th August 2013

¹³⁷ Kimondo Gabriel is an employee of Window Trust based in Dadaab interviewed on 22nd August 2013

¹³⁸ Kivoto David, a Field Officer for Norwegian Refugee Council interviewed on 24th August 2013

and children who are of diverse nationalities in the camp through English language. Three respondents agreed to the WTK program which also provides non formal education to adults in fields like gender sensitization, business skills, computer skills, secretarial skills among others. Two respondents found the WTK programs adaptable to the problems facing the students in Dadaab refugee camp. Seven respondents identified language barrier to non English language speakers like French language to pursue technical training. Five respondents blamed inadequate employment opportunities as the reason for not acquiring technical skills. The interviews indicated that parental support or lack of it impacted on the response of students to youth education. It turned out parents with some form of education or training was more supportive of education for their children than those without any reasonable training or education. Other issues they identified were domestic chores, family responsibilities and cultural values which bar women and girls from engaging in NGO programs. Half of the respondents appreciated that NGOs significantly contributed to the fight against cultural barriers to women and girls education in Dadaab. Most of the respondents confirmed that programs such as community outreach, scholarships, Parents Teacher Associations and Adult literacy and adult literacy programs are instrumental in motivating parents, guardians and the entire community to undertake education with more emphasis on girls. The more foreign aid is provided to the post primary students in Dadaab refugee camp, the more the capacity of the refugees to access protection, independence and productivity to the entire world society.

4.3 Challenges of Foreign Aid and Refugee Education

One noteworthy issue in the manner foreign aid is administered in relation to post primary education in Dadaab Refugee Camp is the conspicuous inadequate support by the Kenya's government among other regional or African government. The Kenya government has

provided a home for refugees in the region with various constraints as though it is not its responsibility to do but that of the international community. Much as it has provided basic support such as land and security, it is turning out that most governments playing significant roles in refugee welfare are of western origin like United Kingdom, European Union among others. This paints a bad picture on the part of African governments who do not seem to have a clear policy on humanitarian matters such as refugees or could be they do not find it one of its key priorities. African Union which is representative of leaders of African governments does not seem to have a clear program for post primary education to the refugees within its continent which creates a gap which the donors from outside of Africa come to fill in through creating local interventions or resettlement facilitation. Mr. Otini¹³⁹ stated that schools providing education at post primary level in Dadaab refugee camp are refugee community schools that are managed independently of the government. Public schools therefore tend to be for the national citizens and residents in that region. Much as Mr Otini stated that some of the refugees in the refugee schools end up in public secondary schools in the long run, we can note some kind of indirect marginalization on the part of the government through inadequate facilitation. Several attempts by Kenya's government to relocate refugees to their home countries like Somali or Sudan shows its unwillingness or inability to take responsibility of hosting refugees from the region. The attempt by the national government of Kenya to relocate refugees from Nairobi to Dadaab camp to improve security in the city of Nairobi was heavily resisted by UNHCR and international community to be in bad faith and insensitive to the reality of congested camps in Dadaab and psychosocial needs of the refugees. Much as it may show lack of political will to deal with refugee burden locally, it could also be seen in terms of state's effort to safeguard nation interest of providing security and not just victimization of the refugees. This congestion would also thwart the efforts to

¹³⁹ Mr. Otini, a government officer in the ministry of Education based in Jogoo House, Nairobi interviewed on 8th August 2013.

provide quality post primary education in Dadaab refugee camp. According to Munene Nicholas, the refugees are greatly in need of certain learning materials such school textbooks. Some girls still have great need for sanitary towels. This shows that conditions for post primary education in Dadaab refugee camp are not yet perfect and there is great need to support education to promote access to education. We can understand the dynamics surrounding foreign aid from Hans Morgenthau's political theory of foreign aid. Of the six types of foreign aid such as humanitarian foreign aid, military foreign aid, subsistence foreign aid, prestige foreign aid, bribery and foreign aid for economic development, only the humanitarian foreign aid is *per se* non political. In this category he gives examples of natural disasters such as famine, epidemics and floods. Other examples are medical services, agricultural services which private organizations, churches and foundations have over time provided in places like Africa, Asia and Latin America.¹⁴⁰ These examples show that these regions are more susceptible to depend on foreign aid due to their economic and political state of affairs than others. The exclusion of aid for post primary education by Hans Morgenthau shows that education for a long period of time has not been seen as humanitarian affair but developmental and ought not to be given equal attention as other basic needs though the situation is changing with time. The provision of donor support for post primary education in Dadaab refugee camp can be viewed as one with a hidden motive regardless of enhancing human rights of refugees as envisaged in the United Nations Charter. When we critically examine the manner in which the west who are the main financier of the United Nations agencies, we find that establishing education structures in Dadaab among other refugee camps is tantamount to increasing their hope of staying in Kenya for a little longer period of time. The negative impact of this approach is that refugees from the region or those

¹⁴⁰ <http://www.jstor.org/discover/10.2307/1952366?uid=2129&uid=2&uid=70&uid=4&sid=21102527748911>

purporting to be refugees may easily flee their countries in pursuit of better packages in the country. This creates a situation which was initially meant to safeguard the right to life of refugees by international community to a situation where citizens deliberately leave their countries in the name of 'refugees' to pursue free and better post primary education and easier life which they would otherwise not get in their own country as ordinary citizens. The willingness with which the West is supporting post primary education in Kenya could be argued to emanate from the fear that the current refugee crisis could impact negatively on their own economies should they immediately resettle the refugees into their countries. This could be so when we critically examine the manner in which they conduct their security checks on refugees based on their background details and deny repatriation to those who have criminal or terrorist backgrounds. The lengthy and bureaucratic process could be interpreted to safeguard the safety of the West while at the same compromise the security of the host country which in this regard, Kenya. The individuals who are denied resettlement or denied refugee status should therefore be arranged for repatriation to their countries of origin for the safety of the genuine refugees in Dadaab refugee camp and the host community as this insecurity has in some cases affected the condition of Dadaab refugee camp. It is understandable that more students are enrolled at primary school than secondary school as it applies in the local Kenya education system due to drop outs on various reasons hence all blame ought not to be taken by Foreign Aid providers or donor agencies. Some socio cultural practices in Kenya or among the refugee community in Dadaab refugee camp have in certain areas undermined the efforts by donor agencies for realization of post primary education for all students in Dadaab refugee camp for instance early marriages on the part of the girl students among other challenges such extraneous domestic chores. The provision of Kenya's exams as discussed in chapter 3 such as KCPE and KCSE to some extent provides difficult choices for the refugees of diverse origin such as Sudan, Somali, Rwanda, and Tanzania

among others. The donors agencies have not addressed the interest of the refugees in terms of language of instruction to employed but have domesticated their wishes to the available alternative English and Swahili language. This automatically locks out students or learners who would not wish to pursue English language as they would not find it necessary more so for those who would want to go back to their countries after stability is restored. Learning new language usually takes a lot of intrinsic drive to realize great success otherwise it may just lead to mediocre performance where interest is small. It is only economically viable to apply the available alternatives as part of integration process in our local society this may not necessarily enjoy genuine endorsement by the refugees. The use of English language as language of instruction is more advisable in definite cases where the individual identifies interests in English speaking countries like in British common wealth countries for instance in resettling to the Western countries like the US, UK and others. Africa is ought not to look at the adoption of English language which is its official language to a large extent on the part of refugees education as it has not come out with a clear development solution to refugees matters due to its economic challenges. The refugee condition in Dadaab refugee camp has a direct effect on the quality of post primary education provided. The donor agencies may do their planning, budgeting and implementing relevant programs but the nature of conflict in the region may undermines its efforts to improving the quality of education. The volatile east Africa region especially Somali which led to sudden increase in the refugee numbers in Dadaab as discussed in chapter 2 and 3 causing congestion may overstretch the available facilities and infrastructure provided making the quality of education an elusive venture. However, it is proper for political and security players to conduct sufficient intelligence and analytical tasks to make refugee plight a little more predictable to reduce their effects. The creation of cooperative link between the refugee community and the local community by foreign aid stakeholders in Dadaab refugee camp is a proactive approach which helps to

sustain peaceful coexistence. This has played a major role in owning the implementation of educational programs at post primary level. To fully address the security challenge may be a more demanding job than just focusing on the refugees but all factors which can contribute to insecurity. Issues like porous borders, corruption among the security officers, violent culture, and unemployment problem in the region may have to be addressed to enhance a peaceful coexistence in the region. We may have to embrace the culture of mutual respect and peace to make the region more conducive for habitation. Security agencies ought to devise better ways of dealing with radicalised terror groups like Al Shabaab or Al Qaeda to disenfranchise their operations to a reasonably acceptable level to sustain peace. This cannot be achieved by merely sending troops to the borders but by engaging all appropriate ways which are either forceful or non forceful for proper education pursuit in Dadaab.

The international community ought to devise a clear and dependable way of addressing refugee crisis to avoid cases of negligence and favouritism in the context of conflicting political interest at various quotas. The UNHCR enjoys a bigger mandate but its financial constraints limit its operations and compromise the quality of refugee living standards as was the case back in Kenya.¹⁴¹ Much as education is considered to be a humanitarian need among the refugees, it may have to queue behind food, clothing and shelter.

Kenya's Department of Refugee affairs did a commendable job to expedite the recognition of refugees within one month duration with effect from July4, 2012. This was a plus to make a easy life for refugees and shield them from harassment from unscrupulous security officers and impacted positively in provision of education at post primary level.¹⁴²

¹⁴¹ http://sabahionline.com/en_GB/articles/hoa/articles/newsbriefs/2013/05/26/newsbrief-10

¹⁴² Effects of funding shortfalls Dadaab/Alinjgur, April 2012. UNHCR information note.

Overdependence on foreign aid for post primary education should be discouraged and refugees ought to demonstrate commitment to their own education. Most refugees usually lack financial means due to their disadvantaged circumstances but those with some means ought to take it upon themselves to improve their situations as noted in Dadaab refugee camp. There are cases where parents submitted certain amount of money to refugee schools for learning to take place. Some refugees who can access remittances from the Diaspora can improve their fortunes in relation to meeting education costs. This kind of assistance may not be sufficient for donor agencies to reduce their support for refugee education but can only make better the prevailing conditions on the part of the refugees in Dadaab refugee camp. The provision of post primary education in Dadaab refugee camp cannot escape the reality of challenges that education sector in Kenya faces. The issues like inadequate trained staff and poor remuneration which characterize Kenya education system especially in marginalised regions like Dadaab, the refugees in Dadaab camp face even tougher challenges as the teaching staff is always pursuing better terms of service as expressed in chapter 3. The learning facilities like laboratory apparatus, workshops are inadequate. It is important for donors to make appropriate donations like stationery and text books in community based schools the way Windle Trust Kenya has done.

Post primary education in Dadaab faces the challenge of inadequate space. The problem of land ought not to be faulted on Kenyan authorities much as we host the same refugees. We should objectively examine the nature of the conflict that results from land and make appropriate policies which would cater for cases like land to be allocated to refugees. On many occasions the government of Kenya has displayed frustrations even when it comes to resettling its own citizens who have internationally displaced for political contests like the 2007 general elections. A proper land mechanism which takes such interests at heart may be a

long term solution to addressing land issue as Kenyans strongly love land and would whatever possible to retain or expand what they have. Politicisation of land problem complicates the land issue and refugee agencies ought to apply a lot of skill to create enough space for provision of education in Dadaab refugee camp. Foreign aid can liberate the most vulnerable group in the society who are mainly women and children as shown in chapter 3. Education will empower them to their highest level possible to be self-reliant. Post primary education will create a bigger capacity for the women and children to gain technical or professional competencies in meeting their personal interests to living a normal life. Post primary education will also shield the women from outdated cultural practices like early marriages which only predispose them to severe lack and suffering.¹⁴³ Refugees ought to be handled as world citizens by the international community as they are entitled to the benefits of being human beings. Major employers of refugees in Dadaab refugee camp are usually their donor agencies or implementing partners who in one way or another provide them support such as education. Double standards may be seen in the manner in which refugees graduates of post primary education are handled in relation to remuneration. Some refugees do not see any significance in pursuing post primary education to meagre rewards upon employment such as salary incentive of about 8,000/= only. Some refugees actually to go back home for better terms of service which may risk their lives in the event that going back is not the safest idea.¹⁴⁴ The politics in the provision for foreign aid among the donor agencies paints a bad light in the rationale to supporting post primary education. When the UNHCR, UNDP and US State Department's Bureau for Refugees Programs and USAID strongly disagree in their development agenda delay and frustrate service provision which

¹⁴³ Total population 465,092; 201,537 are 0-11 years old; 16,461 are 60+; 120,278 are female aged 12 to 59 years old. Source: UNHCR camp population statistics (6 May 2012)

¹⁴⁴ <http://reliefweb.int/report/kenya/dadaab---one-year-after-famine>

complicates the chances of addressing refugee educational needs in direct or indirect ways.¹⁴⁵ Disagreements may be as normal as human existence but may also point to vested interests which may have devastating effects in their discharge of mandate. The international community which supports repatriation of refugees as opposed to local integration creates setbacks for Kenya in its developmental agenda to avoid any activity that would be seen to be of the contrary intentions.¹⁴⁶ It is proper for the government of Kenya to express its legitimate concerns that associate with post primary education in Dadaab refugee camp. The scale, duration and cost and the cost of the whole immigration has an effect on the security situation of the country. It is the national interest of the state to support a secure nation. The government has also controlled the movement of refugees in country just to limit the possible insecurity incidents that may come with free refugee movement but it should be done in a manner that is fair to the refugee needs and rights.¹⁴⁷ The frictional relationship between the refugees and the local community definitely frustrates the efforts by donors to provide post primary education in Dadaab refugee camp. Refugees who put shelters and enterprises in undesignated places are responsible for the hostile responses from the local community and it is upon them to adjust to local expectations as to be reasonably adopted. Local authorities should provide proper guidance on the use of space to in green space and market areas to make life easier for the UNHCR and WFP in provision of goods and services. Unscrupulous government officers who engage in cheap activities like selling plots to locals and refugees is true reflection of corrupt government system which ought to be addressed by the Ethics and Anti-Corruption Commission. Interference in the NGOs hiring process in Dadaab Refugee camp by the local authority shows the hostile environment and vested interests by the

¹⁴⁵ Jeff Crisp, "Mind the Gap! UNHCR, Humanitarian Assistance and the Development Process," *International Migration Review* 35, no. 1 (2001): 169.

¹⁴⁶ Gil Loescher, Alexander Betts, and James Milner, *The United Nations High Commissioner for Refugees: The Politics and Practice of Refugee Protection into the 21st Century* (New York: Routledge, 2008); Monica Duffy Tort, "The Myth of the Borderless World: Refugees and Repatriation Policy," *Conflict Management and Peace Science* 24, no. 2 (2007): 139-57; B. S. Chimni, "From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugee Problems," *New Issues in Refugee Research*, working paper no. 2, 2008.

¹⁴⁷ <http://cliffhague.planningresource.co.uk/2011/08/09/planning-dadaab-the-worlds-largest-refugee-camp/>

government officers which may not auger well with the goals of aid agencies and may also intimidate the workers making them ineffective in their duties of providing relevant services like education. Making foreign aid work for enhancement of post primary education in Dadaab refugee camp is not as simple as it may be because of the international and local interests at play which are self defeating but all is not lost as the future promises more hope.

4.4 Prospects of New Approaches to Foreign Aid and Post Primary Education in Dadaab Refugee Camp

It is clear at this point that the approach taken to provide foreign aid to post primary education slightly differs from other approaches for providing aid in Kenya. Kenya has for a long time received foreign aid in form of personnel, funds and project support through the national exchequer which later on goes to the specific areas identified for foreign aid. Donor agencies in remitting their support their support for refugee education in Dadaab refugee camp undertake the whole process from identifying the needs, pursuing government's political will, and setting up of appropriate infrastructural facilities aimed at bolstering relief and development of refugees. UNHCR working hand in hand with other UN agencies and US, UK government, EU to raise funds towards refugee post primary education in Dadaab. UNHCR which enjoys higher mandate in the area of refugee protection and welfare works with other implementing partners to perform specific roles in making foreign aid effective in the meeting refugee needs such as post primary education. This approach in my opinion is more effective as it is independent of gross government interference which is highly bureaucratic, ineffective and political in provision of goods and services to the people. The stakeholders can easily review their progress and come up with more effective methods of dealing with issues of concern in post primary education in a faster way. The autonomy refugee agencies enjoy in providing post primary education in Dadaab is not in full exclusion

of the government as it works hand in hand with relevant government departments such as immigration, department of refugee affairs, special activities, security agencies, ministry of education in a manner that is consultative and procedural in regard to the applicable law. The agencies enjoy other rights such as hiring staff for various positions to meet their interests who would otherwise be highly compromised on grounds of tribe or political affiliation at the expense of rightfulness or competence to the positions. Donors tend to trust agencies or bodies that are affiliated to their countries of origin and would prefer their own in certain positions which need some loyalty or confidentiality to succeed in a highly politically charged job market. There are emerging approaches to donor funding of local projects in parts of the country and in Dadaab refugee camp too which penetrate areas highly left out by the main donors. The refugees in their own wisdom have formed community based schools where they raise their own funds like school fees or pay examination fees to access post primary education. By doing this they create an avenue through which they can persuade the main donors and implementing agencies to support them. Window Trust Kenya has been able to provide text books to community based schools in Dadaab to improve post primary education. I highly recommend Self Help initiatives as they show that the refugees or communities identify their own problem and can prosper with little or no support from the main foreign aid providers and reduce overdependence. Some refugees in Dadaab refugee camp have access to funds from the Diaspora for pursuing post primary education either for all or part of the expenses they have at school. Just as self-help initiatives are gaining momentum in the country in support of developmental projects, post primary education in Dadaab had better put a little more emphasis to this approach as funds have never been sufficient and the more the alternatives they set for themselves the more the chances of benefitting from the process. It is only this option that can fully sustain the belief that Africa can solve its problems by itself without entirely depending on the West. We can be owners of

the decisions we make and be in control of who to work with in solving the biting problems that come with this a lot more than where we put ourselves in the arms of donors who come up with everything leaving us to comply without any value addition to their ideas. Sourcing technical experts from within or around may be more affordable, informed and loyal to the goals of the initiatives than staff from overseas whose agenda may be in certain cases conflicting with the local objectives. Empowering local people in dealing with natural disasters for instance drought, famine and other is more likely to provide a lasting solution throughout generations compared to begging donor support from overseas initiatives as the only hope which may come in too late. Self Help initiatives are strong on handling the challenge of nutrition, agricultural production, establishing local markets, fighting HIV/AIDS pandemic, abolishing outdated cultural practices and shaping gender attitudes to protect women and girls. Ireland which has supported Self Help initiatives can even do better for refugees if they improve their ways of dealing with obstacles to their access to post primary education. Self Help initiatives are more accountable as there are minimal cases where money changes hands which would otherwise be embezzled through corrupt means but it is channelled to development which helps eliminate poverty. This is a people centred approach which raises people's income and living standards. It empowers the people to identify their own mistakes and make necessary improvements. Much as this approach is the best, it may not be the most suitable to the refugee education as process is a long term investment whose profits in terms of monetary value is a little more delayed. Most refugees who are victims of displacement hardly own any land or wealth may be unable to make ends meet thus making them temporarily dependent on aid.

4.5 Areas Foreign Aid needs to Address

From the study we find that foreign aid plays a pivotal role in enhancing post primary education in Dadaab refugee camp. UNHCR as the main player works hand in hand with

various players such as DFID, European Union, UN agencies in partnership with other bodies like Windle Trust Kenya, CARE, Norwegian Refugee Council, and Lutheran World Foundation among many other Implementing partners to address specific needs of the refugees from basic needs to secondary needs like education. In order to appreciate the competing needs of refugees that shape foreign aid to refugee education at post primary level in Dadaab refugee camp, Abraham Maslow comes in handy. Abraham Maslow's hierarchy of needs theory tends to influence the manner in human needs are satisfied and the refugees in Dadaab are not left out on this. This theory gives basic needs the first attention followed by other needs. The first category consists of physiological needs such as air to breath, clean water for drinking, food for consumption and sex for procreation. Safety and security needs take the second position. The persons can move to the third category which is love and belonging. These needs are followed by respect for one another and for self.¹⁴⁸ Abraham Maslow's categorized the last level of the pyramid to refer to growth motivation and self-actualization. Self-actualization is the highest need which is hard for an individual to attain. This need is addictive and only makes sense after attainment of basic needs. Most people usually don't reach the self-actualization level. Here people are independent and confident in addressing life's challenges, choosing the best from the better and in feeling that one has utilized his time creatively and productively. It also captures a bigger complexity in the field of self-actualization. Great thirst for knowledge among human beings, beauty and engagement in charitable ventures to realize fulfillment.¹⁴⁹ It is therefore significant to note that education does not feature in the first level of needs but joins later which makes it a less attractive than physiological needs hence the response it receives from donors.

¹⁴⁸ http://www.age-of-the-sage.org/psychology/maslow_hierarchy_need.html

¹⁴⁹ Ibid

4.6 The Quality in Post Primary Education

As mentioned earlier, the UNHCR is very interested in highly quality education for all learners even at post primary level. It is important to have a clear framework which helps to understand, monitor and improve education in Dadaab refugee camp as provided by EFA Monitoring Global Report¹⁵⁰. Quality in education needs to be defined in a specific way as it means different things to different people. A proper approach appreciates dialogue that seeks to achieve a wide agreement on aims and objectives of education; a clear framework to analyze quality in a manner that it allows important variables to be highlighted and assessed; a framework which can be improved in a way that it comprises closely related components of the system of education and provides room to change and reform to be clarified. Cognitive development and formation of certain attitudes, values and skills are fundamental objectives of the system of education in most regions. They may have different content but similar broad structure globally. It is therefore reminiscent that improving education system or its quality is a universal idea.

Factors which influence education outcomes are broad to the extent that providing clear relationships within education conditions and its products are not obvious to determine. This brings into attention the main elements and their interactions in education system. It is reasonable to characterize the key dimensions which influence the fundamental processes of teaching and learning such as: The dimension of the learner's characteristics, the dimension of the context, the dimension of enabling inputs, the dimension of teaching and learning and the dimension of outcomes.

¹⁵⁰ http://www.unesco.org/education/gmr_download/chapter1.pdf

4.6.1 The Dimension of Learners' Characteristics

This dimension focuses on the manner and speed in which people learn. This is highly influenced by the learners experience and capacities. Other determining features may include socio-economic background, place of residence, health, cultural and religious background and the extent and kind of prior learning. It is therefore valuable to recognise the potential inequalities among learners emanating from disability, gender, race, ethnicity, situations of emergency and HIV/AIDS status. For quality to be improved special responses ought to come out of these differences among learners.

4.6.2 The Dimension of Context

There are strong links between education and society and how they influence each other. Education can impact the society through empowering skills, communications, values, mobility, freedom and personal prosperity. Education may reflect the society in the short term as the values and attitudes that inform it are society based to a great extent. The nature of education in a wealthy or a poor context may show different results and the latter may suffer constrained education resources. National policies influence the context of education. They set goals, teacher and curricula policies and standards for education practice. These contexts provide circumstances which enjoy profound influence on the quality of education. The strategies by international aid greatly influence education in developing countries like Kenya.

4.6.3 The Dimension of Enabling Inputs

It is credible that meeting the objectives of teaching and learning is highly dependable on the available resources provided to support the process and the clear ways in which these resources are managed. Schools without teachers, learning materials and textbooks are likely to be infective in learning process. Resources boost the quality of education but it is unclear

to what extent and in what manner this can be determined. In regular education system, inputs are extracted from the public current expenditure per student unlike in the case of refugees in Dadaab. The way a post primary school is managed and organised makes a great contribution to the overall school performance. Other indirect factors contributing to the teaching learning consist of dependable leadership, secure and enhancing environment, positive community engagement and rewards for commendable results.

4.6.4 The Dimension of Teaching and Learning

The process of teaching and learning is closely linked to the support system of inputs and others factors in context. Teaching and learning is the main avenue for human change and development. The effect of curricula is experienced here. This dimension tests and exercises the methods teachers employ and how successful they are. We also test the level of motivation learners experience through participation and learning how to learn. The teaching and learning processes comprise the time students spend learning, the methods of assessments to monitor student progress, the styles applied in teaching, the classroom organisation strategies and the language of instruction.

4.6.5 The Dimension of Outcomes

It is important to assess the outcomes of education according to its accepted objectives. They are usually expressed in terms of academic achievement from examinations and tests. There are ways devised to assess emotional and creative development, changes in values, attitude and behaviour. There are other proxies used to assess learner achievement and for a wider economic and social gains like market success. It is important to cater for achievement, attainment and other measures of outcome which capture larger rewards to the society.

4.6.6 Application of the Framework

This framework brings out the means in which we can organise and comprehend the various variables of education quality. It presents the quality of education as one which encompasses access, processes of teaching and learning, and outcomes in a manner that appreciates the influence of context, range and quality of inputs provided. The agreement concerning aims and objectives of education will surround any discussion on quality as it represents moral, political and epistemological issues which usually go unnoticed. This framework is broad and may be used for both monitoring the quality of education and analysing policy choices for improvement.

4.7 Challenges Facing Foreign Aid and Post Primary Education in Dadaab Refugee Camp

The findings indicate various challenges which affect Foreign Aid and Post-primary education in Dadaab Refugee Camp. Chapter two and three have discussed specific issues which show how the foreign aid is an intricate issue whose application in post-primary education in Dadaab refugee camp is even more complex. Chapter two has delved a little deeper on certain debates that surround foreign aid in Kenya. These debates provide a clear context of political, economic and social cultural reality which has a great consequence on its implementation. These debates have attracted the opinions of scholars, economists, politicians, journalists, and the government among other opinion leaders in the region. The existing divisions on the contribution of foreign aid in Kenya is just part of the issues that developing world is grappling with in the best interest of their similar socio-economic interests.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The first chapter of this study introduces the topic which would run throughout the study. It defines what Foreign Aid is and shows to a small extent how it relates to post primary education which is the main focus of the project covering the years 2002-2012. It gives general definitions of foreign aid, types and forms before narrowing down to foreign aid for post primary education. It appreciates the fact that Kenya is major player in the world when it comes to hosting refugees and providing a harmonious environment for the operations of other donor agencies and international community to make their humanitarian contribution in making the refugees a comfortable lot like other citizens in world. Chapter one helps us know the countries neighboring Kenya in the region and how their citizens have entered Kenya's borders for refuge from Somalia, Ethiopia, Uganda, Tanzania, South Sudan, Burundi, and Rwanda and beyond. The background information introduces main stakeholders in the donor world in relation to refugee education such as United Nations agencies, Human rights bodies, affiliate partners and their role in refugee education in general. The problem statement clarifies the problem of refugee education and the reason for input in resolving it. It brings in contributions of important scholars and the local system of education with a view to inspire inclusion in education process in Kenya. It also identifies certain small gaps in the scholarly literature which have attempted to cover foreign aid in international relations or economics. This chapter also presents research questions to bring out the general intent of the study for investigation or confirmation what exists in the field of refugee education. The chapter introduces the study objectives motivating the projects undertaking in matters of exploring, determining, gathering and contributing knowledge in the research and recommending necessary policy guidelines to the government and international community. The literature

review explores the existing knowledge and establishes areas which need improvement for the purpose of improving the existing practice or inspiring new interventions in relation to foreign aid and refugee education in Kenya. It discusses the opinions of academicians, political opinion leaders, aid worker ideas and concerns to direct the threshold of this research. It analyses the publications of various aid agencies, website information, local and international dailies and scholarly work for a more informed judgment. It brings in theoretic framework dominated by Joseph Nye who introduces the concept of complex interdependence in the modern international relations and the need for states or individuals among states to engage in meaningful and mutually benefitting interactions to address world problems. The economic interdependent theory shows that the states are economically linked and the more they co-operate the better for them in advancing individual national interests in the globalised world. The hypothesis and expected findings attempt to show the researchers generalisations that already there is some form of studies at post primary level for refugees and that foreign aid plays a significant role in the same. The methodology shows that researcher identifies the manner in which he collects and organises his findings through research design, general survey, instruments and data analysis. The chapter outline gives the general order of how this research is organised up to the fifth chapter. The second chapter of this study brings into focus various major debates in the provision of foreign aid and its impact in the general state of affairs of the country be it in education, health, and development, humanitarian among others. It captures the development of foreign aid in Kenya which delve a little deeply on education aid in Kenya, Kenya education sector program, the need to align foreign aid with educational objectives in Kenya, the need to locally determine conditions of foreign aid in Kenya, the need to coordinate and share information to avoid repetition and the need to mutually account for the results. It brings out the question of rationale of foreign aid in Kenya by European donors. It also presents

arguments which look at Foreign aid as an avenue for interference on internal matters by international community. This chapter critically examines debates resulting from foreign aid with both positive and negative effects on Kenya. It looks at foreign aid as a form of investment or as a negative contribution in Kenya. It looks at foreign aid as an intervention in certain locally deprived areas. It examines debates which perceive foreign aid negatively as a self-serving venture, foreign aid as a result of poor tax policies in Kenya, foreign aid as a result of poor government policy on large corporations and foreign aid as a result of corrupt leadership in Kenya. This chapter further looks at the new approaches of foreign aid in Kenya from the traditional way. The third chapter of this study looks at the case study of Foreign Aid and Post Primary Education based on Dadaab refugee camp in the 2002-2012. It examines the physical size, location and estimated population of Dadaab refugee camp and its establishment. It goes further to discuss the rationale behind providing foreign aid in support of post primary education in Dadaab refugee camp. It identifies the various forms of foreign aid provided, the specific contribution of UNHCR to post primary education in Dadaab refugee camp in ways like scholarships, security and basic needs. It also captures various UNHCR partnerships in executing its mandate in Dadaab refugee camp. It briefly analyses the UNHCR's budget for the year 2009 for comparative reasons and makes certain observations. It briefly highlights the specific roles other partners with UNHCR play directly or indirectly. It narrows down to a few implementing partners like the Norwegian Refugee Council and its relevant programs like aimed at providing employment and providing technical skills such as the Youth Education Pack. It discusses the role of Accelerated Learning Program. The chapter identifies the indirect contribution Oxfam to education in Dadaab refugee camp through its programs. It brings out salient issues such as challenges and benefits of post primary education in Dadaab refugee camp. This chapter finds out whether or not there benefits accruing to Kenya from the post primary education in Dadaab refugee

camp, it identifies priority areas and assesses future prospects of foreign aid to post primary education in Dadaab refugee camp. The conclusion leaves hope that regardless of the current challenges, the situation daily improving to making refugee access post primary education in Dadaab refugee camp. The fourth chapter begins with discussion and analysis of the issues which emerged in chapter three and other related issues in the earlier chapters. It critically analyses challenges of Foreign Aid to post primary education in Dadaab refugee camp by confirming certain issues and emerging issues from a broader perspective. It brings into focus the Africa and the global world role and politics which end up marginalizing the refugee plight at post primary education. This chapter makes strong suggestions to inspire more proactive gesture in dealing with refugee problem in the region for the benefit of the entire world. It exonerates foreign aid from extreme demonized perception for the purpose of safeguarding the humanitarian and developmental interests of refugees' school going youths. It critically analyses the emerging approaches in relation to foreign aid in various developmental areas as applicable to refugee situation too in promoting constructive foreign aid. It examines certain areas foreign aid ought to respond to according to Abraham's Maslow in catering for competing needs in Dadaab refugee camp. It provides a critical learner focused framework which is helpful in understanding how to achieve quality in education and not just provide education for the sake of it. It brings into focus dimension of learner's characteristics, context, enabling inputs, teaching and learning, outcomes and application of the framework. Finally the chapter gives a critical look on the challenges of foreign aid and post primary education in Dadaab refugee camp. The fifth chapter which is the last chapter makes necessary concludes the entire study and makes certain recommendations which would positively impact on refugee post primary education in Dadaab refugee camp. It concludes that indeed there is room for everyone to take part in supporting education for refugees in Dadaab refugee camp. Foreign Aid plays an active

facilitating role in making this dream achievable. Other states and charity organizations have all the good reasons to invest in the education of refugees to make the world a better place without which we shall pay a heavy economic and social price. The progress may look slow and small but there is reason to believe that working together can quicken the process and make a permanent solution to the refugee problem. Other challenges are normal and have not any reasonable grounds to halt the refugees' access to post primary education in Dadaab refugee camp and the world at large.

5.2 Conclusions

This paper comes to a conclusion that there is foreign aid for post primary education which is already being experienced in Dadaab refugee camp through the help of UNHCR and many other implementing partners and independent local and international nongovernmental organizations. This paper strongly appreciates the role played by foreign aid in taking refugees back to school. The study recognizes the divisive attention on foreign aid from various angles but finds reasonable grounds for foreign aid to continue and even increase in the near future as it is necessary in the interest of humanitarian demands of the refugees who are entitled to normal life like any other citizen in the world. The study establishes that funding post primary education is beneficial to both the refugees, the local community, the nation, the region, the continent and the world at large. The cost of ignorance is a bigger burden to the whole world as it translates to increased poverty, insecurity, global terrorism and other disasters. Foreign aid conditions are good and have been appreciated by some people and been disregarded by others for various reasons. The argument that foreign aid has strings attached to them is something which the recipients ought to research and decide whether or not it is profiting to take up the foreign aid in favor of educational or other developments. Once they have been accepted we should move to the next level of adhering to

the accepted terms of the aid, be it on reforms, democracy, human rights or anything else which needs reciprocity. Foreign aid to post primary education as currently presented in this study should experience very minimal setbacks or road blocks given that it is a disaster response program which is highly humanitarian in nature. The donor institutions which have played a major role in addressing humanitarian crisis locally and globally ought to come up with ways to make them more effective and deal with the challenges that so easily constrain their operations in serving man. This study has proved to a great extent that foreign aid is just one way to deal with certain challenges but it is not final and the only way. Coming up with Self Help programs as the first initiative is advisable and timely as it addresses immediate problems and creates a platform where external support can be presented. It changes the mentality that we are incapable dealing our own problems to the level where we can take pride in ourselves that we have the solutions to our problems but a small boost can quicken our steps to realizing our goals in life such as supporting post primary education. This study also finds that refugees have different circumstances which cannot be easily solved by integrating them into the mainstream local community without taking into consideration certain historical experiences in their lives. Proper structures ought to be put in place to address the learners' psychological, counseling and rehabilitation needs without compromising the quality of education and security in the area. Incorporation of programs like peace education which is part of the general curriculum of the national education program in Kenya is something highly advisable and helpful to the post primary students in Dadaab refugee camp and their interaction with the neighboring communities.

5.3 Recommendations

According to the analysis of and conclusions made in this study, I have proposed quite a number of recommendations: First and foremost it should be in seen in paper and deed that post primary education is a human right endorsed by both local and international community

through acceptable treaties and forms part of millennium developmental goals. All human beings are equal and entitled to right of education including refugees in Dadaab refugee camp. The East African region should take a more proactive role in supporting post primary education initiative whose benefits to the respective economies and Africa at large is magnanimous. The cost of hosting refugees in Dadaab is already a huge burden which the government of Kenya has laid on her shoulders and consequences thereof weighing down on the internal stability of the country. It is high time for the African Union to demonstrate its capacity to deal with local issues not only at political level but also economic and humanitarian levels. The UNHCR which currently plays the greatest role in post primary education in Dadaab refugee camp is a major pointer to AU that Africa is far from being independent or sensitive of the West. The problems such as corruption which have undermined the efforts by aid providers to support important initiatives such education, the donors are in the best position to make their remittances through various donor agencies and implementing partners which are less prone to corruption like the UN agencies. They can also use institutions which tend to embrace their culture and concerns based on country of origin such as Danish Refugee Council, Norwegian Refugee Council, and Church World Service/Resettlement Support Centre among others which are less interfered with unscrupulous local systems. They can fund the independent bodies like KNCHR, EACC, Civil Society movements to create checks and balances to improve government's accountability without raising sovereignty issues or interfering with the foreign aid flow to the humanitarian and developmental areas of concern. We need to look at the world as global society and that at each other as a family whose members are endowed differently and philanthropic and charitable culture being supported to improve the overall wellbeing of the global society part of which the is the refugee community. There exists a need for a better and reliable dialogue mechanism between the donors and recipients in Kenya. We can attain this

when we all appreciate our role in improving the lives of all in our society. This dialogue ought to be a continuous process with proper feedback mechanisms which would ensure it limits uneconomic delays in the provision of aid to the deserving post primary students in Dadaab and other places. It is through proper dialogue that problems or misunderstandings are resolved proactively and sustain development which would otherwise be unattainable. Sanctions which are usually put on the governments should not be mentioned on the area of humanitarian assistance as a result of mismanagement as this would put at stake the vital interests of affected groups and individuals. For all this to be achieved, donors and recipients must be honest and transparent to articulate their concerns so as to be productive in their delivery of necessary assistance. It would be a great idea for Kenya and other countries in the region to develop a refugee policy and set up initiatives which would directly deal with refugee problems within our borders in so far as post primary education is concerned rather than the way it is done currently. This may be possible if we shall develop values and attitudes of accountability to the extent that we shall seal all loopholes of corruption and attract international confidence for direct funding through the government. The benefit with this approach is that the government will have a higher bargaining power in the region and command greater respect than it currently does. The government would also create more employment for its citizens and shield them from the big brother syndrome which tends to dominate international forums and organizations up to including the United Nations. Refugee crisis in the horn of Africa has been a major problem for over a decade and can only be fully addressed through accountable, democratic structures of power and elimination of negative ethnicity in the discharge of state mandate to minimize hostile animosities which result in genocide and displacement of persons beyond their borders for refuge.

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APPENDICES

Appendix I

Questionnaire

Name Organization.....

Date.....Gender.....

Education level.....Occupation.....

1. What is the number of Post Primary educational institutions in Dadaab Refugee camps
 - a. Secondary.....
 - b. Vocational
 - b. Universities/Colleges
2. Approximately how many students sat their KCPE/alternative exam in 2012
3. Please estimate the number of youths aged between
 - a. 15-20
 - b. 21-24
 - c. 25- 30
4. How do you describe budgetary allocation by your organization towards post primary education from 2002-2012?
5. Reasons for No.4
6. What differentiates the nature of education in Dadaab Refugee Camp from education in rest of the country

.....
.....

7. Why do you support post primary education in Dadaab refugee camp.....?

8. Which areas would you like foreign aid to address to improve post primary education?

.....
.....

9. Approximately what percentage of students who enroll at post primary institutions successfully finish

- a. Secondary.....
- b. Vocational.....
- University/Colleges.....

10. Do schools complete their respective syllabuses on schedule?.....

Appendix II

Interview Questions

Name Organization.....

Date.....Gender.....

Education level.....Occupation.....

1. Please describe the state of post primary education in Dadaab refugee camp from 2002- 2012
2. What are the main challenges to post primary education in Dadaab?
3. Is there any support which should directly go to the students of post primary level in Dadaab?
4. Does post primary education add any value to refugees lives in Dadaab refugee camp?
5. Do refugees in Dadaab enjoy any government aid or support at post primary education?
6. Do you think refugees in Dadaab are likely to increase or decrease in number?
7. How is the quality of post primary education in Dadaab?
8. For how long should post primary education be provided in Dadaab?
9. What is unique about post primary education in Dadaab?
10. What do you think should be done to improve post primary education in Dadaab?