

**FACTORS AFFECTING SOMALI REFUGEE GIRLS' ACCESS AND RETENTION IN  
PRIMARY SCHOOL EDUCATION: A CASE OF HAGADERA REFUGEE CAMP IN  
DADAAB GARISSA COUNTY, KENYA**

**By**

**NANCY MUTENDE KAVUA**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND  
MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

**2013**

## DECLARATION

This research project report is my original work and has never been presented for a degree award in any other university.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**NANCY MUTENDE KAVUA**

**L50/69725/2013**

This research project report has been submitted for examination with our approval as the university supervisors.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Dr. Kyalo D. Ndunge**

**Senior Lecturer**

**Department of Extra Mural Studies**

**School of Continuing and Distance Education**

**University of Nairobi**

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mr. Mohamed Ahmed**

**Department of Extra Mural Studies**

**School of Continuing and Distance Education**

**University of Nairobi**

## **DEDICATION**

I dedicate this work to my dear husband whose prayers, support and relentless encouragement made me complete this project. Glory be to God.

## **ACKNOWLEDGEMENT**

I am grateful to my supervisor Dr. Ndunge Kyalo for her enlightening suggestions which made it possible for me to be through with this study within the University of Nairobi (UON) required Master of Arts (MA) Degree research project completion period of six months.

Others who deserved my great recognition were my sampled study respondents, all the girls and teachers in Hagadera camp, Dadaab. I am also grateful to all other study participants who might have actively or inactively been involved in any activity for this study and assisted in making it successful. I greatly acknowledge them for their unwavering support and willingness to spare some of their limited time and use it to make this research project report successful.

I am also thankful to my student colleagues who were pursuing Master of Arts degree in Project Planning and Management at (UON-Garissa Centre), for their assistance in discussions which helped in developing my research project report. This study could have been too tasking without the tireless support from my colleagues.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER ONE:INTRODUCTION .....</b>	<b>1</b>
1.1 Background to the study .....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives .....	5
1.5 Research questions/ Hypothesis.....	6
1.5.1 Hypothesis.....	6
1.6 Significance of the study.....	7
1.7 Delimitation of the study .....	7
1.8 Limitations of the study .....	8
1.9 Assumptions of the study.....	8
1.10 Definitions of Significant Terms .....	8
1.11 Organization of the study.....	9

<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>11</b>
2.1 Introduction.....	11
2.2 Factors affecting access and retention of primary school education .....	11
2.2.1 Female Genital Mutilation.....	11
2.2.2 Early Marriage .....	15
2.2.3 Domestic labour.....	17
2.2.4 Curriculum delivery.....	20
2.2.5 Distance to school.....	22
2.3 Theoretical framework.....	22
2.4 Conceptual Framework.....	23
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>26</b>
3.1 Introduction.....	26
3.2 Research design .....	26
3.3 Target population.....	26
3.4 Sampling procedure and sample size.....	27
3.5 Research instruments .....	27
3.5.1 Validity of the research Instrument .....	27
3.5.2 Reliability of the research instrument.....	28
3.6 Data collection procedures.....	28
3.7 Data analysis .....	28
<b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ....</b>	<b>30</b>
4.1 Introduction.....	30
4.2 Questionnaire's return rate.....	31
4.3 Demographic data for the respondents .....	31

4.4 Female Genital Mutilation .....	34
4.5 Domestic labor .....	37
4.6 Curriculum delivery .....	38
4.7 Distance to school .....	40
4.8 Relationship between independent and dependent variables .....	41
<b>CHAPTER FIVE:SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>42</b>
5.1 Introduction.....	42
5.2 Summary of the findings.....	43
5.3 Discussion of the findings.....	45
5.4 Conclusions of the study.....	48
5.5 Recommendations from the study .....	49
5.6 Suggestion for further research.....	49
<b>REFERENCES.....</b>	<b>50</b>
<b>APPENDICES.....</b>	<b>53</b>
<b>Appendix A: TRANSIMITTAL LETTER.....</b>	<b>53</b>
<b>APPENDIX B: Questionnaire for Somali Refugee Girl.....</b>	<b>54</b>
<b>APPENDIXB: Questionnaire schedule for the teachers in Somali Refugee camp. ....</b>	<b>58</b>

## LIST OF TABLES

Table 3.1 Sample size .....	27
Table 4.1: Questionnaires' rate .....	31
Table 4.2: Distribution of respondents by age .....	32
Table 4.3: Age distribution for teachers .....	32
Table 4.4: Distribution of pupils by class .....	33
Table 4.5: Girl's length of stay in the camp.....	34
Table 4.6 Effects of FGM on the Somali Refugee Girls access and retention of primary school education .....	35
Table 4.7: Pearson's correlation coefficient for FGM and access/ retention.....	36
Table 4.8 Domestic labor and the Somali Refugee Girls.....	37
Table 4.9: Calculated Chi- square ( $\chi^2$ ) .....	38
Table 4.10: Curriculum delivery and the Somali Refugee Girls access and retention of primary schooling .....	39
Table 4.11 Respondents responses on distance covered to school .....	40
Table 4.12 ANOVA on relationship between dependent and independent variables.....	41



## LIST OF FIGURES

Figure 1 Conceptual framework.....	24
------------------------------------	----

## **ABBREVIATIONS AND ACRONYMS**

DRA	Department of Refugee Affairs
EFA	Education For All
FGM	Female Genital Mutilation
GOK	Government of Kenya
IP	Implementing Partners
LWF	Lutheran World Federation
MOE	Ministry of Education
NEP	North Eastern Province
SCI	Save the Children International
SGBV	Sexual Gender and Based violence
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Child Education Fund
WFP	World Food Programme
WTK	Windle Trust Kenya

## ABSTRACT

The purpose of this study was to investigate the factors affecting Somali refugee girls' access and retention of primary school education: a case of Hagadera Camp in the Dadaab refugee camps in Kenya. The study sought to establish how FGM affects the Somali Refugee Girls access and retention of primary School education, the extent in which early marriage affects the Somali refugee girls access and retention of primary school education, how domestic labor affects the Somali Refugee girls access and retention of primary school education, how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education and to determine how distance covered to school affects the Somali Refugee girls access and retention of primary school education in Hagadera refugee camp. The researcher used descriptive survey design for this study. Data were collected using the questionnaires and interview schedules as the main research instruments. The study used simple random sampling method in selecting the respondents to be included in the study. The data obtained was analyzed using the statistical package for social sciences (SPSS). Both descriptive and inferential statistics were used in data analysis. Frequency Tables were used to represent the data followed by data interpretation. Analysis of variance (ANOVA) tables were used to test the relationship between independent and dependent variables. The study established that the major effects of FGM on girls included early marriages and premarital sex. The study also revealed that majority of the girls doing most of the domestic work hence having no enough time for their school work leading to poor performance. It was also established that the language of instruction used in learning is a barrier to the access and retention of girls in primary education. It was finally established that most of the girls travelled 5 - 10 kilometres from their homes to school hence exposing them to risks such as rape, bullying and fatigue. The researcher recommendations were guided by the study findings. Concerning FGM on girls, the researcher recommended that the Government should abolish FGM and those practicing it should be prosecuted. This is because FGM promoted early marriages, premarital sex and absenteeism from school. Concerning domestic work, the researcher recommends that parents should be informed on the importance of education so that they do not be subjected their children to a lot of domestic labor which can interfere with their learning. This would give the girls ample time to do their homework leading to improvement in their performance. Concerning the curriculum, the researcher recommends that the Ministry of Education should revise the curriculum offered to refugee camps so that the pupils can participate fully in the learning process including using their local language in communication. Concerning distance to schools, the researcher recommends that the Government should build schools near the refugee camps to reduce the distance to school. This would lead to more pupils accessing and being retained in the schools. Further study can be done on the factors affecting refugee girls access and retention in secondary education. Further research can also be done on the effect of curriculum delivery on academic performance of refugee girls.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

The 1951 Convention Relating to the Status of Refugees establishes the right to primary education for refugees. Host governments are compelled to carry out the provisions of Article 22 of this Convention, which states that they “shall accord to refugees the same treatment as it accorded to nationals with respect to elementary education and treatment as favorable as possible with respect to education other than elementary education” (UNHCR, 2010). However, most host governments especially developing countries are struggling with the burden of educating its citizens let alone taking up the responsibility of educating asylum seekers (Coombs, P.H (1970)

Education for All (EFA) is an international initiative formed to bring the benefits of education to “every citizen in every society.” In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving the education goals to all group of individuals (The World Bank Group, 2013).To achieve the goal of education for all, international conventions and commitments have been made to ensure accountability by governments and development partners towards the goals. The UN Convention of the Rights of the Child has been one of the most widely and rapidly adopted of all conventions since it came into force in September 1990 and has been ratified by 193 countries (including all but 2 of the member-states of the United Nations). These countries agreed not just to the principles enshrined within the document but also to bringing their national laws in line with its provisions of all children have the right to a good quality education that respects their human dignity and promotes the development of their potential (Merton & Robert K.,1968)

According to Kratz C. A. (1994), widespread commitment to achieving the aims of the Millennium Development Goals and the Education for All objectives, including universal basic education for all by 2015 and gender parity and equality in schools across the world, signifies consensus about the importance of education and the need to ensure certain fundamental rights for children, with a particular concern for girls and addressing inequalities. Despite such consensus, and despite progress made with 52 million fewer children out of school now than in 1999, much remains to be done, particularly with regard to girls' education. Nearly 70 countries failed to reach the goal of gender parity in education by 2005, and of the 67 million children currently out of school, 53% are girls (UNESCO 2011).

The access and retention of the girl of primary school education in Africa has been affected by the deep rooted culture of Africans. Data was collected in 2009 by UNESCO,(2011) in 13 primary schools and communities in Ghana, 16 in Kenya and 15 in Mozambique. In this research it shows that all three countries have made significant strides in recent years with improving girls' access to basic education, and with strengthening legislation on gender and violence. However, changes at national level are feeding through to local level in very uneven ways. Lack of clarity and consistency in national laws and policies do not give District education authorities, schools and other justice and welfare services the tools to take decisive action (A cross-country analysis of baseline research, 2011).

In Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa (Dareer A. 1982).Under-resourced and over-crowded classrooms, poorly-trained or

untrained teachers, bullying, insults, physical punishment and sexual harassment and incidents of abuse both in and on the way to school are everyday realities which prevent those girls who do go to school from benefiting from their rights in education (UNESCO 2003). Despite remarkable achievements in many countries over the past years, many girls remain excluded from education. Girls also remain much more vulnerable to gender-based discrimination due to traditional socio-cultural practices such as early marriage and female genital mutilation/cutting. Many are exposed to risks of sexual abuse and harassment. As a result of these and other factors, including poverty, the enrolment rate of girls in primary school is still lower than that of boys (Lightfoot - Klein & Francisco, 1991)

With the implementation of Kenyan government policy of free education in 2005, the enrolment in primary school shot up to 80% in 2009 from 60% in 2000 (UNESCO 2013). According to UNESCO (2013), the primary school enrolment rate stands at 84% for girls and 83% for boys. However, the gross enrolment rate in primary schools drops significantly to 32.3% in the nomadic North Eastern Province (NEP) of Kenya where the Somali community lives. It is estimated that 70% of school age girls in NEP are not attending school and many of them drop out before completion (Global Monitoring Report 2010). The schools in Hagadera refugee camp, which is located in North Eastern Province, 80 kilometers from the Somalia border, are not an exception. The primary school enrolment and retention rate for the Somali girls in the camp is 39% compared to 61% for boys (UNHCR 2012).

Dadaab refugee camp comprises of four Camps in it, Hagadera Camp, Ifo Camp, Dagahaley and Kambioos Camp. Hagadera Camp is the area of my study. Education for refugees is mainly

supported by UNHCR and its implementing partners with minimal support from the Kenyan government. The camp boasts of hosting 443,344 refugees (UNHCR 2013 statistics). Approximately half of the Hagadera population comprises of the school going-aged children (3-17 years old) who are 215,113 which is 48.5% of the entire population in the camps. Of the school-going aged children, the number of girls is 102,995 or 47.9% of all the children. A total of 58,204 children are enrolled in the 32 primary schools in Dadaab camp with the average gross enrolment rates(GER)standing at 55% for boys and for girls at 36.0%(UNICEF, March 2013).. The refugee schools use the Kenyan education curriculum right from Early Childhood Development Education (ECD), primary and secondary schools

There are also a number of informally operated institutions locally referred to as ‘duksi’ and ‘madrassa’ whose mode of curriculum delivery cannot be considered as conventional to allow the pupils in such institutions be part of the larger summation of the total children accessing education, Kratz C. A. (1994).

## **1.2 Statement of the problem**

While international conventions and national legal framework to support education for all are in place, the implementation remains an uphill task for most developing countries. According to the United Nations, in 2010, 61 million children of primary school age were out of school. More than half of them (33 million) were in sub-Saharan Africa and a further one fifth (13 million) in Southern Asia (UN, 2013). Although there is a steady increase in enrolment of girls in primary school in Hagadera refugee camp, retaining them in school continues to be a challenge. While the ratio of boys & girls is 4:3 in standard 1, this ratio drops to 5:1 by the time students reach Standard 8 and falls even further in secondary school (Umbima et al, 2010). Girls are far less

likely to join secondary school than boys for the same reasons – usually finishing school at standard eight.

Access and retention of girls in primary school education continues to be relatively low compared to boys even with the efforts employed by UNHCR and partners (Umbima et al, 2010). Despite the affirmative action and giving of incentives to girls in schools to encourage girls to enroll and continue with schooling, the dropout rate remains high in upper primary and increases with the transition to secondary school (Umbima et al, 2010). There is therefore a need to investigate the factors affecting Somali refugee girls' access and retention of primary school education with an aim of mitigating the situation.

### **1.3 Purpose of the study**

The purpose of this study was to establish factors affecting Somali refugee girls' access and retention of primary school education in Hagadera Camp, Dadaab Refugee Camp Kenya.

### **1.4 Objectives**

This study was guided by the following objectives:-

1. To explore how FGM affects the Somali refugee girls access and retention in primary School education in Hagadera refugee camp.
2. To establish the extent in which early marriage affects the Somali refugee girls access and retention in primary school education in Hagadera refugee camp.
3. To explore how domestic labor affects the Somali refugee girls access and retention in primary school education in Hagadera refugee camp.



4. To evaluate how curriculum delivery affects the Somali refugee girls access and retention in primary school education in Hagadera refugee camp.
5. To determine how distance covered to school affects the Somali refugee girls access and retention in primary school education Hagadera refugee camp.

### **1.5 Research questions/ Hypothesis**

This study was expected to provide answers to the following questions:

1. How does FGM affect the access and retention in primary education to the Somali refugee girl child in Hagadera refugee camp?
2. To what extent has early marriage been a challenge and constraints to achieve Education by the Somali refugee girl child in Hagadera refugee camp?
3. Does the access and retention of the refugee girl child in domestic labor influence her access and retention in primary school education in Hagadera refugee camp?
4. How does Curriculum delivery act as a hindrance to the access and retention of the Somali refugee girl in primary school education in Hagadera refugee camp?
5. How does Distance covered to school affect the Somali Refugee Girls access and retention in primary school education in Hagadera refugee camp?

#### **1.5.1 Hypothesis**

This study was guided by the following hypothesis:-

- i. H0: There is no significant relationship between FGM on the Somali Refugee Girls and access and retention of primary school education.

ii. H0: There is no significant relationship between gender and access and retention of primary school education.

H1: There is significant relationship between gender and access and retention in primary education

### **1.6 Significance of the study**

It is hoped that the study findings will help the Government of Kenya and NGOs in Refugee camps in understanding the problems affecting girls' education in these camps and as a result help them to address cultural and social constraints to girls' education.

The policy makers would also be helped in making decisions concerning the girl's education in refugee camps.

### **1.7 Delimitation of the study**

This study focused on a sample of 120 girls in class seven and eight, and 29 teachers in primary school in Hagadera camp in the major Dadaab Refugee camp, Garissa County. The study will cover only the factors influencing access and retention of refugee girls in primary school education. The research will also compare boys and girls access and retention in primary school education. The findings may be useful in contributing to the existing additional literature for future studies on factors influencing girl's access and retention of primary education girls. The study findings may also be useful to other researchers for comparisons

### **1.8 Limitations of the study**

Study limitations such as time and finance constraints are anticipated while conducting the study: extra funds were sourced with minimization on costs as well as working for longer hours to hit the threshold time limit. The factors affecting the girls in Hagadera camp and may not be homogeneous to those of the other camp. Thus, it was advisable that the findings be cautiously generalized to other regions. Since most of the girls were busy with class work throughout the day, thus to give proper attention to filling in the questionnaire was a limitation. However, the schools were visited several times and the researcher ensured that the questionnaire was reasonably short. Item's interpretation differences were solved using personal counterchecking and triangulation to ascertain uniformity of data.

### **1.9 Assumptions of the study**

It was assumed that the respondents (both students and teachers) are familiar with the factors affecting the Somali Refugee Girl education. The respondents were therefore the representatives of the targeted population.

The research assumed that the community has had access and prior knowledge of the factors affecting the access and retention of the Somali refugee girl in Primary school education. Finally, the researcher's data collection methods did not in either way influence the participant's responses.

### **1.10 Definitions of Significant Terms**

**Access to education** refers to acquiring primary education.

**Education**-This is the act or process of acquiring knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for mature life.

**Retention:** Refers to ability to start and finish a task following the laid down procedures

**Refugee**-Any person who: owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear ,is unwilling to avail himself of the protection of that country.

### **1.11 Organization of the study**

This study was organized into five chapters. Chapter one was the introduction of the study and it consisted of the background to the study; statement of the problem, purpose and objectives of the study, research questions/ hypothesis; significance, delimitations, limitations and assumptions of the study and operational definition of terms.

Chapter two was the literature review that supports the study and it comprises of introduction of the chapter's content; then the literature review presented according to the objectives of the study and the theoretical and conceptual frameworks are presented at the end of the chapter.

Chapter three was the research methodology and it consists of research design, target population, sampling procedures and sample size, research instruments with their reliability and validity, data collection procedures and analysis, logistical and ethical considerations in the study.

Chapter four presented data analysis, interpretation and presentation. It starts with the analysis of biodata of the refugee girls and teachers while the rest of the chapter is arranged according to the objectives of the study. Chapter five was the summary, conclusions, discussions and recommendations of the findings and suggestions for further studies on refugee girls' access and retention of primary education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Under this chapter the researcher discusses the literature related to the study following research objectives.

#### **2.2 Factors affecting access and retention of primary school education**

The access and retention of Primary Girls school education in Hagadera camp has been affected by several factors. This research looked at the main factors that directly affect the Somali refugee girl.

##### **2.2.1 Female Genital Mutilation**

Though Africa is the most frequent place where female genital mutilation (FGM) is practiced, it still happens in places such as Europe, France and Germany (Bryan, 2000). The most popular places in Africa where FGM is practiced are Somalia, Sudan, and Mali (Dorkenoo, 1992). Many governments have outlawed the practice in their own territories, including the United States in September of 1991, while they seek strategies to manage the problem. The U.S. Department of Health and Human Services is working through the Centers for Disease Control and the Immigration and Naturalization Service with a host of non-governmental organizations to develop the means to help thousands of African females at risk within its borders. However, such efforts are complicated by criticism from some within the African community who see such actions as racist and intrusions upon African cultural practices (Dorkenoo, 1992).

More recently, Parliamentarians from all over Africa met in Dakar on 3-4 May, 2010 to push for a continent-wide ban on FGM and calling on the UN to pass a General Assembly resolution

appealing for a global FGM ban, as it violates human rights. Some 17 African States have banned FGM, among them Burkina Faso, Togo, Senegal and Uganda (Brown 1998).

According to UNHCR report (2010), in Somalia, only about 20% of girls have access to formal education. Most youth are also without access to any basic education or learning opportunities and missed out on any basic education when they were children, due to FGM, the virtual collapse of the education system. Among those fortunate enough to have received some education, most have seen their progress hindered by conflict, lack of supplies and limited, if any, support from local education authorities. Both national and international agencies are seeking to change this situation but also see their efforts stalled by the combined constraints of insecurity, funding shortfalls and the sheer enormity of the problem.

Since mid-1990s, the discourse on genital mutilation has aroused increasing interest and concern for many people (Mustafa, A. Z.1966). Within human-rights organizations, NGOs, and international development agencies, the practice has recently been classified as an abuse of human rights, although the basic principles from which this classification stemmed are by no means new. As a result, a Universalist stand argues that "oppression of women must cease, always, everywhere, in every culture, as a matter of basic human rights" (Brown 1998).

FGM is justified by many factors such as prevention of promiscuity and preserving virginity of girls until marriage (McKinley J. C. 1996). Other factors attributed to its continuity include aesthetics, upholding core societal values and maintaining dignity. FGM is also justified through the sunna of the prophet Mohammed alluding to its benefit of promoting chastity (McKinley J. C. 1996).

This practice is so ingrained in these cultures that it defines its members. In order to eliminate the practice one must eliminate the belief that a girl will not become a woman without this procedure. Infibulation is meant to 'preserve' a woman's virginity until marriage and many men see this as an opportunity to justify its continuation and as a form of compensations or price for the huge dowry they pay before marriage ( Kheir E. H. *et. al*,1991).

FGM is seen as a way to protect a girl's honor and chastity, but girls are unhappy about such practices. There seems to be a tension between tradition and modernity, with forms of violence and gendered inequality permeating FGM practice (Stop Violence against Girls, 2011). A group of girls out of school in Kenya decided to speak in secret to the researchers for fear of repercussions by their husbands, and girls there complained of violence within the marital home: While most of the communities in the study did not practice female genital mutilation, in one pastoralist community in Kenya, the health officer explained that 80% of girls undergo FGM around age 5. The effect of FGM cannot ignore even at mature age where the circumcised girls get married. The effects at marriage age included pain during sexual intercourse with husbands, menstruation and childbirth (Dareer A. 1982).

According to Rich S (1997) once a Somali girl gets circumcised, she is considered to be mature for both and marriage and she may be approached by any man for sex. Girls normally are circumcised at the age of ten, and therefore most of them do not go back to school after the practice. This culture therefore is great hindrance to girl's education. Marriage deals are struck when the girls are in school. During holidays, unnecessary surveillance is mounted on her. Currently, SGBV prevention and response programs are implemented with a focus on case



management and referral involving SGBV case documentation, reporting, and investigation, counseling and material assistance to SGBV survivors.

Through Gender and Development Sector, UNHCR and its partners have provided support to victims of gender based violence and FGM by assisting them with access to justice, protection and psychosocial support. Massive campaigns have also been carried out in the camps to sensitize the wider community on GBV and how it can be prevented (Joyce S.1997), in order to mainstream and integrate its activities within the communities, UNHCR's implementing partners have created support groups against FGM by bringing on board key stakeholders such as religious leaders, professionals, health experts and the Kenyan government.

According to Momoh, C.t (2005) Islamic religious leaders have also been part of this synergy. Even though there are differing religious opinions regarding FGM. Significant outputs including an increased number of girls abandoning FGM have been realized through the anti-FGC/SGBV program. The program is community based with eight anti-FGC support groups within the three camps and includes religious leaders, anti- FGC sports group, ex-circumcisers, men against FGC, youth against FGC and uncircumcised girls. Through the eight support groups, awareness campaigns on GBV, FGC and HIV/AIDS have been established in the refugee community.

As a result, a large number of young men openly expressing willingness to marry uncircumcised girls, & 498 girls abandoned FGC in 2006 compared to 207 in 2005.

It has however been noted that both survivor's of FGM and those who have decided to abandon the practice undergo a lot of suffering within the community based on discriminatory tendencies against them by the community" (Sub Office Hagadera,Community Development office, 2008).

The interventions have helped to offer Education on the Negative impact of FGM to the Girls and in particular on how it can affect their Education, though the deep root of FGM practice has been so difficult for the Somali community to eradicate. This has been a great challenge to the agencies offering those programs. This evidently shows that the Somali community is not yet ready to abolish this FGM practice which affects the girl's access and retention of primary school (Momoh, C. 2005)

### **2.2.2 Early Marriage**

According to Amnesty International report (1998) a key constraining factor to access of girl education is the practice of early marriage in the Somali refugee community. In this community they have strong views on marriage of school girls. Often they do not see traditional attitudes and practices, which are largely discriminatory against girls, as being oppressive or against human rights. This practice has been part of their culture for years. The traditional practices are also regarded as sensitive and 'secretive', thus should not be open to debate or reform, especially by outsiders and/or schooling.

Early marriage practices makes pursuing an education remote for many girls. After marriage not many girls would be willing to go back to school and when they do have the opportunity to attend school, their marginalization is further manifest in their general reticence and reluctance to ask

questions in class (Dugger C. W. 1996). Again their family commitments do not allow them to continue pursuing primary education hence dropping out of school.

While there have been routine improvements in access to education, young girls are less likely to attend school than young boys and also more likely to leave early with marriage the immediate option. A number of initiatives including the World Food Programme (WFP) and interventions from CARE and SCUK have contributed to improvements in girl child attendance and completion rates (United Nations report, 1994). Despite this, half of all school-age 17 children remain out of school and growing enrolment figures are met with high levels of early school leavers.

Early marriage interferes with the Girls schooling because after marriage they tend to focus on the family responsibilities and that brings the end of school.

UNHCR and partners revised the roles and responsibilities of Hagadera SGBV actors in 2006, enabling SGBV survivors to report such incidences to their choice actor. Bi-monthly case management meetings are held in the camps to ensure timely assistance to SGBV survivors. Monthly inter-agency coordination meetings which include refugee participants are held in each of the camps; UNHCR chairs a quarterly inter-agency coordination meeting held in Hagadera. Procedures are updated regularly to ensure that new agencies are reflected and that referral pathways are strengthened. The lead agencies in SGBV prevention and response are IRC, Save the Children and CARE". (UNHCR Hagadera, 2011).

There are two organizations already working to improve the educational opportunities for girls in Hagadera—the World University Service of Canada (WUSC) and Windle Trust Kenya (WTK).

(Dareer A. 1982). WUSC has been offering opportunities for top refugee students to study abroad in their Student Refugee Program and has been actively promoting girls education through its partnership with WTK. WTK has been connecting refugee students with sponsorships to study at Canadian and Kenyan universities and providing tailored courses within camp to improve the quality of the available primary and secondary education. To this end, the BHER project will build on the work done by the World University Service of Canada (WUSC) and Windle Trust Kenya (WTK) to actively promote girls education to help redress the marginalization of women within the camps.(Borderless Higher Education for Refugees, 2012).

### **2.2.3 Domestic labour**

According to Chapman, A. (2002) there is general vast disparities in girls' and boys' enrolment and retention rates in Hagadera which call for a stronger strategic approach to gender mainstreaming in education. The UN Socio Economic Council (2002) defines "gender mainstreaming" as a strategy for helping ensure that women and men benefit equally from policies and programmes in all political, economic and social contexts. Fossilization of gender issues can be re-enforced at school, where the strengths and weaknesses of a society with distorted perceptions of gender roles and rights can be mirrored. Fortunately, it can also be gently challenged and new realities can emerge from the modified and controlled social structures schools can offer.

While providing access to quality education, gender mainstreaming is a means towards optimizing equal learning outcomes and will be implemented through reduction of biases in

lessons and teacher-pupil interaction, through awareness and training of teachers in gender unbiased methods. Chapman, A. (2002)

Intense conflicts between parent and child are often cited as an adjustment problem for immigrant and refugee children as well as having significant family responsibilities (Lee,2001; Lew 2006).

These responsibilities sometimes interfere with a student's ability to be successful academically. In contrast, Bigelow (2007) found Somali parents within her study. Kapteijns and Arman (2004) report that Somali parents often have a fiercely positive attitude towards education. When this is shared by the youth, this correlates with student education success. Parental involvement in their children's education—showing interest in or supervising their homework can undo the negative impact of substandard schools Somali students in urban settings often find themselves in. Bigelows research revealed (2004) parents who sought outside support for their children to aid with homework.

This parental support and involvement, research suggests, as well as the ability to keep their children somewhat grounded in their own ethnic culture (while they become competent in the mainstream domain), have positive results for school achievement.

In the Somali community the Girl child is always expected to perform domestic duties in the house before she goes anywhere (Chebet S., (2005). This has been a great challenge to the Girl since they end up getting late to school and also feel very tired which makes her not have 100% concentration in the class. This leads to continued poor performance hence discouraging the girls to drop out of school.

According to WWS (2006) study conducted in Garissa and Kwale County by Princeton University team of masters of public affairs students, the role of the female children play in the household like, caring for younger siblings, cleaning and doing the house chores depend on them mostly. The reasons parents keep girls and boys out of school were often linked to economic hardship beyond their control. As one group of Somali mothers in Ifo camp (2008) explained; Some of the girls have to look after their younger brothers and sisters so that the parents can go look for daily work to feed the family. As a result the girl's ends up missing school for some days hence being unable to compete favorably with boy's counterparts.

According to Chapman, A. (2002) boys and girls are socialized into their respective productive and reproductive roles at an early age: boys are much more likely to undertake duties that reinforce a notion of providing for and materially supporting the family while girls are more likely to undertake care duties. Further Chapman, A. (2002) argues that the Somali refugee Girls are out-performed by boys in national examinations and are unlikely to proceed to secondary education compared to boys. Possible reasons for the lower academic achievement include competing demands on their study time (such as household chores that make them late for school or unable to complete homework), the persistence of stereotypical beliefs that girls are less intelligent and unfriendly school/ classroom environment (CARE and UNHCR report 2009).

The Somali refugee community has refused to accept the fact that the Girl need to attend school 100% without doing the house chores and this has affected the Somali refugee girl's access and retention of primary school.

#### **2.2.4 Curriculum delivery**

Somali is the first language spoken of ethnic Somalis. It is an Afro-Asiatic language and written in the Roman alphabet. It became the national and official language of Somalia in 1973, after being transcribed into a written form in the early 1970s. Somali is heavily dialectised, with not all dialects being mutually intelligible (Sellen et al 2000). The dialectisation of Somali is an educational issue in the UK: few children have attended school in Somalia and often may not understand standard Somali. Yet bilingual books are all written in standard Somali. Additionally the codification of Somali is incomplete, and there is considerable fluctuation in spelling the language (Ahmed, 1998).

According to Siete et al (2011) contend that in the past, the teaching materials for the refugees have at times been inaccurate, out of date and sometimes demeaning to the pastoralists. There is no National gender education policy to reaffirm the government's commitment to gender equity. The National Government selects general curricular guidelines for all primary schools; the omission of a national gender education policy makes it more difficult to mandate School Management Committees to select gender sensitive textbooks and learning materials.

Bah. L. *et.al*, ( 2012) also argued that poorly adapted curricular, language of instruction and other similar factors could also be reasons that affect the Somali girl education. This is because the Somali refugee girl originates from Somalia which its native language is Somali, therefore adjusting and the speed of learning Kiswahili and English in Kenya has become a challenge to them. Language is therefore considered as a barrier and is a fundamental hurdle for immigrants and refugees and appear to stop them from making vital connections in their communities.

Some parents in Hagadera make up for what they perceive as poor quality of education in the primary schools by enrolling their children for extra tuition, especially in mathematics, English and Kiswahili, or sending them to private schools. A study of private schools in Hagadera in 2009 revealed that parents opted to send their children to private schools where the quality of education was perceived to be better than that offered by implementing partners. (UNHCR, UNICEF & WFP, December, 2011). They cited closer teacher follow-up, owing to the lower teacher to pupil ratio, and better discipline as some of the pull factors of private schools. They believed that that private schools offered better quality education and instruction overall, and that children actually learned, especially English as a subject. Another factor cited was the fact that private schools kept children in class for more hours, which prevented them from roaming the streets. The integration of secular and religious education was also cited. Parents who invest in their children's education tend to be more committed to ensuring their children attend school, and that the school delivers quality education.

Finally, the refugee community, while appreciating the benefits of an education that allows their children to receive certification through the Ministry of Education, has expressed the desire to include Somali language and Social Studies as additional subjects (Kongor D. 1998). They feel such courses are necessary to maintain cultural coherence, and a connection to the homeland most want to or must eventually return to.



### **2.2.5 Distance to school**

Although schooling protects girls from forms of violence, it may at times perpetuate and exacerbate violence if the distance between the schools and the girl's homes is big (Harber 2004). Many girls, especially in the older primary grades, were denied access to school while others often had to miss school because of the distance. At the same time, there has been progress in increasing access in the early years (A cross-country analysis of baseline research, 2011)

The long distances contribute to low enrollment for children in pre-school and lower primary school (Stockman, 2008). The percentages of children of school going age who were not enrolled in school were 30% for male and 70% for female. The gender gap started to reduce since 2008 but still large discrepancies between enrollment of girls and boys are evident. This is because both secondary and primary schools are far spread.

The distances from one school to another discourages parent living far away to send younger children to school. In addition, parents also detain their CWD at home for fear of their safety. According to Kratli, (2001) when schools are far from homes parents fear for the security of their girls and therefore they prefer the boys to go to school than the girls. This is because if the distance from home to school is long in between there has been cases of rape and bully from men.

### **2.3 Theoretical framework**

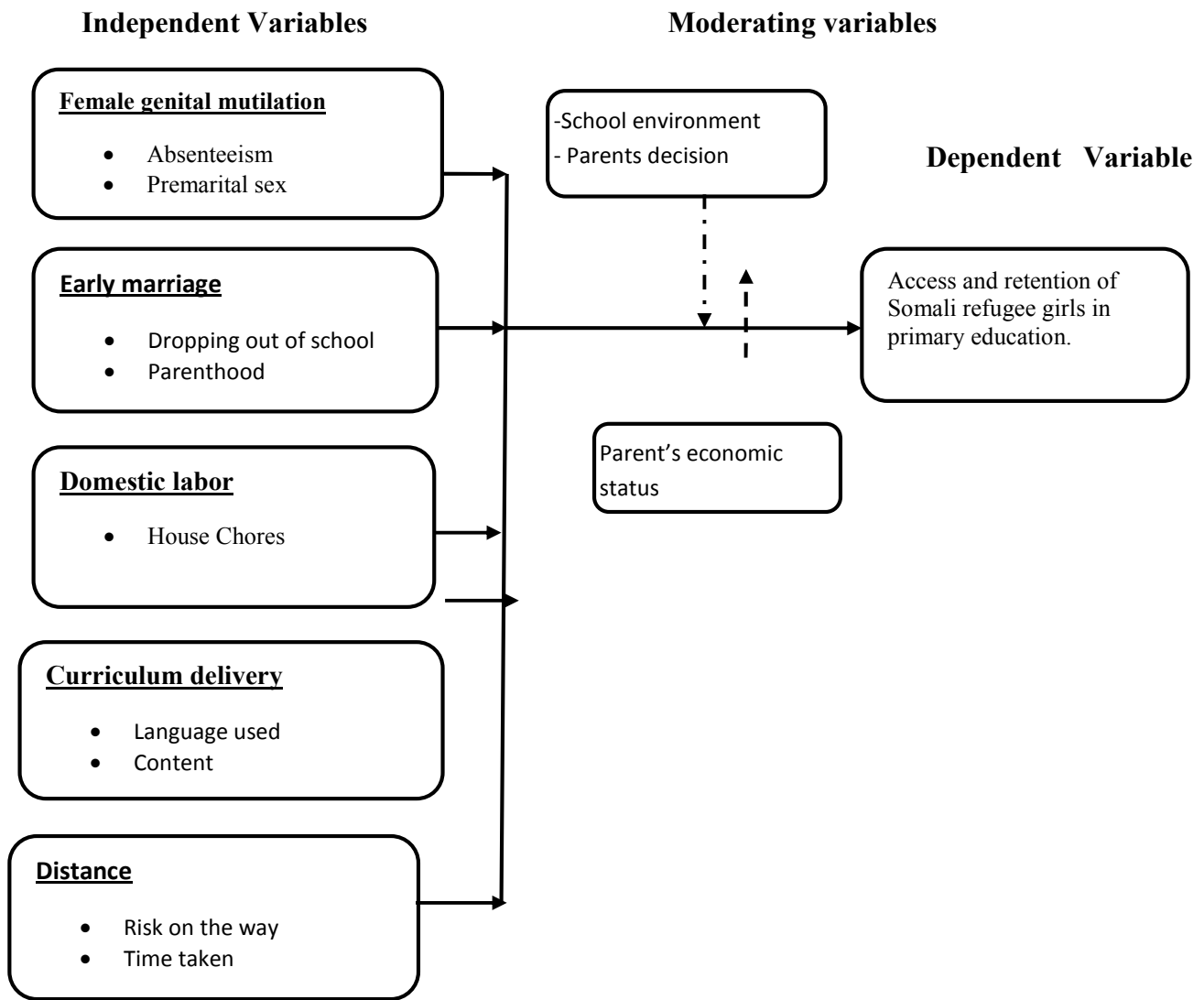
This study is based on Charles Darwins' social theory which emphasize that every citizen should be given, through education, the social status to which he or she entitles him or her to inherited aptitude. Schematically, the theory observes that provision of formal equity of access to education

by putting everybody on the same level from the scratch guarantees that the ensuring run is a just one. The theory asserts that the criteria of the scholastic promotion should be ability and will. Therefore a systematic financial aid that is expected to set in motion an intensive social mobility by facilitating an open competition where the academically able would get access to careers that they deserve is significant. All students should therefore be given an opportunity to learn irrespective of their social economic background.

#### **2.4 Conceptual Framework**

This section of the study discusses the conceptual framework for assessing the factors that affect the Refugee Girl from actively participating in Primary School Education a case study of Hagadera Camp, Dadaab Refugee Camp Kenya. This framework presents the independent and dependent variables.

**Figure 1 Conceptual framework**



The independent variables are the female genital mutilation, early marriages, domestic labour, curriculum delivery and distance. The effects of FGM on girls included early marriages, premarital sex which affected girl’s attendance to school negatively. This would affect school attendance for girls.

Also the domestic work which includes cooking, fetching water, sweeping, and washing clothes would take a lot of girl's time and therefore are not able to revise and do their homework effectively.

The curriculum which includes the language used in learning is a barrier to the access and retention of girls in primary education. This was because majority of these girls are of Somali origin and therefore did not understand all the English and Kiswahili spoken in Kenya.

Finally the distance covered by the girls to school forced the girls to go to school very early and return home very late hence exposing them to many dangers including rape which would affect their access and retention of primary education.

The moderating variables are the school environment and parents' decision on taking the girls to school. The moderating variables are the parent's economic status.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods that were utilized in the study. They included the research design, target population, sampling and sampling techniques, research instruments for data collection, Validity and reliability of instruments, data collection procedure, and data analysis techniques.

#### **3.2 Research design**

This study adopted a descriptive survey research design. In this design, data for the study was collected using a questionnaire and interview guides from the selected samples. This study adopted a case study design. The design is appropriate in this research as it seeks to probe deeply and analyze intensively the multi-faceted developments that will increase the access and retention of refugee girl in primary school Education.

#### **3.3 Target population**

Population or universe refers to the entire group of people, events, or things of interests that the researcher wishes to investigate. The universe or the population is an aggregate of items, the complete group of items about which information is sought. In Hagadera camp, there are 5077 Somali Refugee girls in primary school and 1200 out of these girls are in standard seven and eight. The study will therefore target a population the 1200 girls who are in class seven and eight since they are mature enough and are likely to give reliable responses for this study. The other population was composed of 289 teachers in the Primary schools in Hagadera Camp.

### 3.4 Sampling procedure and sample size

The researcher used simple random sampling to select 10% of the girls who are in class seven and eight making a sample of 120 girls and 30 teachers. According to (Gay, 2003) a sample size of at least 10% is sufficient.

**Table 3.1 Sample size**

	<b>Population (N)</b>	<b>Sample (10%)</b>
Girls	1200	120
Teachers	289	29
<b>Total</b>	<b>1489</b>	<b>149</b>

### 3.5 Research instruments

Questionnaire and interview guide was used to collect data. The questionnaire was structured with closed-ended items and was used on the girls. The interview guide was used on the teachers.

#### 3.5.1 Validity of the research Instrument

A research instrument is valid depending on how the data collected is related in terms of how the items sample significant aspects of the purpose of the study (Orodho, 2005). Content validity of the instruments was used to measure the degree to which the items represent specific areas covered by the study. Therefore, content validity of the instrument was determined by experts in research methodology in the University of Nairobi who looked at the measuring technique and coverage of specific areas (objectives) covered by the study. The experts advised the researcher on the items to be corrected. Lecturers from the University of Nairobi ascertained the validity of the research

instruments. The corrections identified on the questions were incorporated in the instruments so as to increase its validity.

### **3.5.2 Reliability of the research instrument**

To establish the reliability of instruments, a split-half method was used by a means of a pilot study (Kasomo, 2006). During the pretest the questionnaire was administered on a random sample of ten girls and ten teachers. The participants in the pilot study were not included in the actual study sample. The data values were operationalised and split into two halves using the odd-even item numbers divide, and then correlated using Pearson Product-Moment Correlation Coefficient and resubmitted to Spearman rank correlation coefficient. The correlation coefficient results were 0.87 which was greater than 0.75 and sufficient for the questionnaire to have high reliability (Kasomo, 2006).

### **3.6 Data collection procedures**

A research authorization permit was obtained from the Education Director in Garissa county. The girls were pre-visited by the researcher to establish rapport before the actual data collection for familiarization. The questionnaire and interview schedule was personally administered by the researcher and were collected immediately.

### **3.7 Data analysis**

Data for this study was analyzed by both descriptive and inferential statistics. Under descriptive analysis, frequency distribution tables were constructed showing the categories, responses and percentages which were used in analyzing the data. Under inferential statistics, several hypothesis

were formulated which were tested using Pearson's correlation coefficients to test the strength of the relationship between the independent and dependent variables, Chi-square test and Analysis of variance (ANOVA). All the analysis was done using statistical package for social scientists (SPSS).



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

In this chapter, the researcher has presented the results of the coded data in frequency distribution tables, analyzed and interpreted the data. This was done following research objectives. This study investigated the factors affecting Somali refugee girls' access and retention in primary school education in Hagadera refugee camp, Kenya. The study therefore seeks to establish why despite the affirmative action and giving of incentives to girls in schools to encourage girls to enroll and continue with schooling, the dropout rate remains high in upper primary and increases with the transition to secondary school (Umbima et al, 2010). Data were collected using the questionnaires as the main research instruments. The questionnaires were subjected 120 respondents.

The researcher sought to investigate how FGM affects the Somali Refugee Girls access and retention in primary School education, establish the extent in which early marriage affects the Somali Refugee Girls access and retention of primary school education, to explore how Domestic labor affects the Somali Refugee Girls access and retention of primary school education, to evaluate how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education, and determine how Distance covered to school affects the Somali Refugee Girls access and retention of primary school education in Hagadera refugee camp. Data were coded and analyzed by both descriptive and inferential methods using Statistical Package for Social Scientist (SPSS) software version 20.0. Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages were calculated from the responses followed by data presentation and interpretation.

## 4.2 Questionnaire's return rate

Questionnaires' return rate is the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The results on questionnaire return rate were presented in Table 4.1.

**Table 4.1: Questionnaires' rate**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Returned	120	100%
Not returned	0	0%
<b>Total</b>	<b>120</b>	<b>100%</b>

Table 4.1 shows that 100% of the questionnaires were returned. This shows that the respondents were taking the research seriously and possibly interested with the study results.

## 4.3 Demographic data for the respondents

The researcher sought to investigate the demographic data of the respondents. The respondents were required to give information about, their age bracket, class, family size, and years in the camp. The responses were shown in Table 4.2.

**Table4.2: Distribution of respondents by age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>9 – 12</b>	0	0.0
<b>13 – 16</b>	15	12.5
<b>17 – 20</b>	100	83.0
<b>Above 20</b>	5	4.5
<b>Total</b>	<b>120</b>	<b>100%</b>

Table 4.2 shows that majority of the respondents (83%) were between 17 and 20 years while 12.5% were 13 -16 years of age. Those above 20 years of age were 4.5%. This shows that there are very mature girls who are still in primary school in the camp. Further the researcher investigated the age distribution of teachers.

**Table 4.3: Age distribution for teachers**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Less than 30</b>	0	0.0
<b>30 – 34</b>	19	65.50
<b>35 – 39</b>	7	24.0
<b>40 – 45</b>	3	8.5
<b>Above 45</b>	0	0.0
<b>Total</b>	<b>29</b>	<b>100</b>

Table 4.3 revealed that majority (65.5%) of teachers in Hagadera camp were 30 – 34 years old. This was followed by those who are 35 -39 years old (24%). The least are those aged 40 – 45 years old (8.5%). However none of the teachers was aged less than 30 years of above 45 years. The teachers seem to be mature enough and are likely to understand the girl’s problems and assist them to access primary education. The researcher further investigated the distribution of respondents by class. The results were presented in Table 4.4

**Table 4.4: Distribution of pupils by class**

<b>Class</b>	<b>Frequency</b>	<b>Percentage (%)</b>
7	70	58.0
8	50	42.0
<b>Total</b>	<b>120</b>	<b>100</b>

Table 4.4revealed that majority of respondents (58%) were in standard 7 while 42% were in standard 8. There seem to be a reduction in pupils as the go to standard eight and this is an issue of concern to the as it implies the retention of girls is affected by some factors to be investigated by his study.

The researcher also investigated the length of stay for the pupils in the camp. The responses were presented in Table 4.5.

**Table 4.5: Girl’s length of stay in the camp**

<b>Duration in years</b>	<b>Responses</b>	<b>Percent (%)</b>
1 – 5	68	56.70%
6 – 10	34	29.20%
15 – 11	18	14.10%
<b>TOTAL</b>	<b>120</b>	<b>100%</b>

Table 4.5 established that majority of the respondents (56.75%) had stayed in the camp for 1 – 5 years. This was followed by those who had stayed 6 – 10 years with 29.2%. The least were the respondents who had stayed for 11 – 15 years with 4.1%. This shows that many the girls had stayed in the camp long enough to acquire primary education.

#### **4.4 Female Genital Mutilation**

The first objective for this study was to investigate how FGM affects the Somali Refugee Girls access and retention of primary School education in Hagadera refugee camp. To achieve this objective, the respondents were required to answer the question whether FGM affects the Somali Refugee Girls access and retention of primary School education in Hagadera refugee camp. To achieve this objective the respondents were required to fill a 5-point Likert rating scale as from: (1-2-3-4-5) given as: 1-Strongly Agree (**SA**), Agree (**A**), 3-Neutral (**N**), Disagree (**D**) 5-Strongly Disagree (**SD**) to indicate their level of agreement and/or disagreement with the statements. The results were shown Table 4.6

**Table 4.6 Effects of FGM on the Somali Refugee Girls access and retention of primary School education**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>Total</b>
Most girls do not go back to school after circumcision	100(83%)	20(17%)	0(0%)	<b>120 (100%)</b>
FGM has a negative effect on a girls menstrual cycle	80(66%)	35(29%)	5(5%)	<b>120(100%)</b>
Once a girl gets circumcised she may be approached by any man for marriage	110(91%)	10(9%)	0(0%)	<b>120 100%</b>
Uncircumcised girls are discriminated in the community	70(58%)	20(16%)	10(%)	<b>120(100%)</b>

From Table 4.6, it can be observed that the effects of FGM included early marriages for girls' with 91% of the respondents strongly agreeing that once a girl gets circumcised she may be approached by any man for marriage. This was followed by 83% of the respondents who strongly agreed that FGM affects girl's attendance to school negatively. Also 66% and 58% of respondents strongly agreed that FGM has a negative effect on a girls' menstrual cycle and uncircumcised girls are discriminated in the community respectively.

Further the researcher tested the hypothesis to ascertain if there is a relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education.

H0: There is no significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education.

H1: There is significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education.

To test this hypothesis the researcher used Pearson’s correlation coefficient at 5% level of significance. The data was entered into spss software and the results were presented in Table 4.7

**Table 4.7: Pearson’s correlation coefficient for FGM and access/ retention**

		FGM	Access/ retention
FGM	Pearson Correlation	1	-0.8
	Sig. (2-tailed)		0.084
	N	120	120
Access/ Retention	Pearson Correlation	-0.8	1
	Sig. (2-tailed)	0.084	
	N	120	120

The correlation coefficient between FGM on the Somali Refugee Girls and access/ retention of primary School education is  $r = -0.80$  with P- value of 0.084. This correlation coefficient implies that there is a strong negative relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education. We do therefore reject the null hypothesis that states:

H0: There is no significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education and conclude that there is a significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education. This means an increase in FGM would reduce girl’s access and retention of primary education.

#### 4.5 Domestic labor

The second objective for this study was to investigate how domestic labor affects the Somali Refugee Girls access and retention of primary school education in Hagadera refugee camp.

To achieve this objective, state the roles played by them and their brothers at their homes. The responses were presented in Table 4.8.

**Table 4.8 Domestic labor and the Somali Refugee Girls**

<b>Domestic work</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Cooking	115(96%)	5(4%)	<b>120 (100%)</b>
Sweeping	100(83%)	20 (17%)	<b>120 (100%)</b>
Washing clothes	80(66%)	40(34%)	<b>120 (100%)</b>
Fetching water	95(79%)	35(21%)	<b>120 (100%)</b>

Table 4.8 revealed that majority of the respondents indicated that girls were doing most of the household work which includes cooking (96%), fetching water (95%) sweeping (83%), and washing clothes (80%). The boys were doing very little in their homes; instead their sisters served them though they all had the same amount of school work. This would in the long run affect their performance in school. The only work which boys seemed to be involved in was washing their own clothes (40%).

Further the researcher investigated whether gender affected access and retention of primary education. This was done by use of Chi- square ( $\chi^2$ ) to test independence to test the hypothesis that:-



H0: There is no significant relationship between gender and access/ retention of primary School education.

H1: There is significant relationship between gender and access/ retention of primary education

The results were presented in table 4.9 below.

**Table 4.9: Calculated Chi- square ( $\chi^2$ )**

Observed (o)	Expected(E)	O – E	$\frac{(O - E)^2}{E}$
56	40	-6	0.9
24	39	15	5.7692
20	35	15	6.4286
50	34	16	7.5294
			$\sum \frac{(O - E)^2}{E} = 20.627$

The computed chi – square ( $\chi^2$ ) = 20.627 while the table value of  $\chi^2 = 3.8414$  at  $\alpha = 0.05$  and  $2 - 1 = 1$  degree of freedom. This shows  $\chi^2$  computed(20. 627) is greater than ( $>$ ) 3.8414 ( $\chi^2$  from the table). We therefore reject the hypothesis and conclude that there is significant relationship between gender and access/ retention. This means that gender affected access and retention of pupils in primary education with the girls being the worst.

#### 4.6 Curriculum delivery

The third objective for this study was to investigate how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education. To achieve this objective the respondents were required to the respondents were required to fill a four likert- scale which describes the effect of curriculum delivery on Somali girls’ primary education by ticking the

extent to which they agreed with the given statement using A for agree, D for disagree, SA for strongly Agree and SD for strongly disagree. The responses were shown on Table 4.10

**Table 4.10: Curriculum delivery and the Somali Refugee Girls access and retention of primary schooling.**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total/ Percentage</b>
There is no National gender education policy to reaffirm the government's commitment to gender equity	30 (25%)	66 (55%)	6 (5%)	18 (15%)	<b>120 (100%)</b>
The speed of learning Kiswahili and English in Kenya has become a challenge to Somali girls	72 (60%)	48 (40%)	0 (0%)	0 (0%)	<b>120 (100%)</b>
Mixing boys and girls in the same class affects Somali girls' education	115 (95.8%)	5 (4.2%)	0 (0%)	0 (0%)	<b>120 (100%)</b>
Language used in learning is a barrier to the access and retention of girls in primary education	117 (97.5)	3 (2.5%)	0 (0%)	0 (0%)	<b>120 (100%)</b>

Table 4.10 revealed that 97.5% of the respondents strongly agreed that Language used in learning is a barrier to the access and retention of girls in primary education. This was followed by 95.8% who strongly agreed that mixing boys and girls in the same class affects Somali girls' education. This was followed by 60% of the respondents who strongly agreed that the speed of learning

Kiswahili and English in Kenya has become a challenge to Somali girls. However 55% only agreed that there is no policy to reaffirm the government’s commitment to gender equity.

#### 4.7 Distance to school

The last objective for this study was to determine how distance covered to school affects the Somali Refugee Girls access and retention of primary school education Hagadera refugee camp. To achieve this objective, the respondents were required to indicate an estimate of the distances they covered to school every day. The responses were represented in Table 4.5.

**Table 4.11 Respondents responses on distance covered to school**

<b>Distance in Km</b>	<b>Frequency</b>	<b>Percentage</b>
< 5km	20	17%
5-10km	100	83%
11-15	0	0(0%)
<b>Total</b>	<b>120</b>	<b>100%</b>

Table 4.5 shows that 83% of the respondents travelled 5 - 10 kilometres from their homes to school. This is a long distance bearing in mind that these are girls. The distances from one school to another discourages parent living far away to send younger children to school. The long distances contribute to low enrollment for children in pre-school and lower primary school. It was however noted that 17% of the girls covered is than 5 kilometres.

#### 4.8 Relationship between independent and dependent variables

The researcher sought to establish the relationship between the independent and dependent variables using an ANOVA Table at 5% alpha level. The results were presented in Table 4.12.

**Table 4.12 ANOVA on relationship between dependent and independent variables**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.6458	1	0.658	6.297	0.074
Within Groups	9.982	59	0.113		
Total	10.531	60			

Table 4.12 shows that the level of significance value (p- value) is 0.074 which is greater than 0.05.

We therefore we conclude that there is a significant relationship between dependent and independent variables.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, discussion of the findings, conclusions from the study and recommendations from the study and suggestions for further research. The purpose for this study was to investigate the factors affecting Somali refugee girls' access and retention of primary school education in Hagadera refugee camp, Kenya. This was in the light that despite the affirmative action and giving of incentives to girls in schools to encourage girls to enroll and continue with schooling, the dropout rate remains high in upper primary and increases with the transition to secondary school among the Somali girls especially in refugee camps. Data were collected using the questionnaires and interview schedules as the main research instruments. The questionnaires were subjected to 120 respondents composed of girls, parents and teachers.

The researcher sought to investigate how FGM affects the Somali Refugee Girls access and retention of primary School education, establish the extent in which early marriage affects the Somali Refugee Girls access and retention of primary school education, to explore how Domestic labor affects the Somali Refugee Girls access and retention of primary school education, to evaluate how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education, and determine how Distance covered to school affects the Somali Refugee Girls access and retention of primary school education Hagadera refugee camp.

Data were coded and analyzed by both descriptive methods using Statistical Package for Social Scientist (SPSS) software version 20.0. Statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages were calculated from the responses followed by data presentation and interpretation.

## **5.2 Summary of the findings**

This study investigate how FGM affects the Somali Refugee Girls access and retention of primary School education, how domestic labor affects the Somali Refugee Girls access and retention of primary school education, how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education, how distance covered to school affects the Somali Refugee Girls access and retention of primary school education Hagadera refugee camp. The study established that the effects of FGM on girls included early marriages with 91% of the respondents strongly agreeing that once a girl gets circumcised she may be approached by any man for marriage. This is because a circumcised girl is considered to be an adult and therefore she could be approached by boys for sex or marriage. Once this happened, girl would either become pregnant or get married hence dropping out of school.

This was followed by 83% of the respondents who strongly agreed that FGM affects girl's attendance to school negatively. A circumcised girl needed time to heal from the wound caused by circumcision and this would affect school attendance even when done during school holidays as there is sometimes holiday coaching in primary schools, circumcised girls are likely to bleed and if this coincided with menstrual cycle it would worsen the situation. Also 66% of respondents strongly agreed that FGM has a negative effect on a girls' menstrual cycle and 58% strongly agreed that uncircumcised girls are discriminated in the community respectively.

Also the correlation coefficient between FGM on the Somali Refugee Girls and access/ retention of primary School education is  $r = -0.80$  with P- value of 0.084. This correlation coefficient implies that there is a strong negative relationship between FGM on the Somali refugee girls and access/ retention of primary School education. We do therefore reject the hypothesis and conclude that there is a significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education. This means an increase in FGM would reduce girl's access and retention of primary education.

The study revealed that majority of the respondents indicated that girls were doing most of the domestic work which includes cooking (96%), fetching water (95%) sweeping (83%), washing clothes (80%). These take a lot of their time and therefore are not able to revise and do their homework effectively. This would lead to poor performance hence discouraging the girl from continuing with school. The boys were doing very little in their homes, instead their sisters served them though they all had the same amount of school work. This would in the long run affect their schooling. The only work which boys seemed to be involved in was washing their own clothes (40%). Also on the relationship between gender and access/ retention, it was established that computed chi – square ( $\chi^2$ ) = 20.627 while the table value of  $\chi^2 = 3.8414$  at  $\alpha = 0.05$  and 2 - 1 =1 degree of freedom. This shows  $\chi^2$  computed(20. 627) is greater than ( $>$ ) 3.8414 ( $\chi^2$  from the table). We therefore reject the hypothesis and conclude that there is significant relationship between gender and access/ retention. This means that gender affected access and retention of pupils in primary education with the girls being the worst.

It was established that revealed that 97.5% of the respondents strongly agreed that the language used in learning is a barrier to the access and retention of girls in Hagadera primary schools education. This was because majority of these girls are of Somali origin and therefore did not understand well the English and Kiswahili spoken in Kenya. This was followed by 95.8% who strongly agreed that mixing boys and girls in the same class affects Somali girls' education. This was followed by 60% of the respondents who strongly agreed that the speed of learning Kiswahili and English in Kenya has become a challenge to Somali girls. However 55% only agreed that there is no National gender education policy to reaffirm the government's commitment to gender equity.

It was finally established that 83% of the respondents travelled 5 - 10 kilometres from their homes to school. This distance forced the girls to go to school very early and return home very late hence exposing them to many dangers including rape.. The long distances contribute to low enrollment for children in pre-school and lower primary school. It was however noted that 17% of the girls covered less than 5 kilometres.

### **5.3 Discussion of the findings**

The study established that the effects of FGM on girls included early marriages with 91% of the respondents strongly agreeing that once a girl gets circumcised she may be approached by any man for marriage. This agrees with Angelina (1997) who stated that once a girl gets circumcised she may be approached by any man on sexual terms. Further she argued that Somali girls normally are circumcised at the age of ten, and therefore most of them do not go back to school after the practice. This culture therefore is great hindrance to girls' education. FGM also had a



negative effect on a girls' menstrual cycle. Also the correlation coefficient between FGM on the Somali Refugee Girls and access/ retention of primary School education is  $r = -0.80$  with P- value of 0.084. This correlation coefficient implies that there is a strong negative relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education. We do therefore reject the hypothesis and conclude that there is a significant relationship between FGM on the Somali Refugee Girls and access/ retention of primary School education. This means an increase in FGM would reduce girl's access and retention of primary education.

It was established that, revealed that majority of the respondents indicated that girls were doing most of the domestic work which includes cooking, fetching water, sweeping, washing clothes. This would take a lot of their time and therefore are not able to revise and do their homework effectively. Also on the relationship between gender and access/ retention, it was established that computed chi – square ( $\chi^2$ ) = 20.627 while the table value of  $\chi^2 = 3.8414$  at  $\alpha = 0.05$  and 2 - 1 =1 degree of freedom. This shows  $\chi^2$  computed(20. 627) is greater than ( $>$ ) 3.8414 ( $\chi^2$  from the table). We therefore reject the hypothesis and conclude that there is significant relationship between gender and access/ retention. This means that gender affected access and retention of pupils in primary education with the girls being the worst. This agrees with World Women Summit (2006) which stated that in Somali community the Girl child is always expected to perform domestic duties in the house before she goes anywhere. This has been a great challenge to the Girl since they end up getting late to school and also feel very tired which makes her not have 100% concentration in the class. The sad feeling about this is that it is very hard to convince the Community that the Girl should be given extra time and study.

It was established that revealed that Language used in learning is a barrier to the access and retention of girls in primary education. This was because majority of these girls are of Somali origin and therefore did not understand all the English and Kiswahili spoken in Kenya. This agrees with Bah, L., (2012) who argued that, the language of instruction and other similar factors could also be reasons that affect their education. He further argued that Somali refugee Girl originates from Somalia which its native language is Somali, therefore adjusting and the speed of learning Kiswahili and English in Kenya has become a challenge to them. Also the mixing boys and girls in the same class affect Somali girls' education. This was followed by 60% of the respondents who strongly agreed that the speed of learning Kiswahili and English in Kenya has become a challenge to Somali girls. However 55% only agreed that there is no National gender education policy to reaffirm the government's commitment to gender equity.

The study finally established that most girls the respondents travelled 5 - 10 kilometres from their homes to school. This distance forced the girls to go to school very early and return home very late hence exposing them to many dangers including rape. This agrees with Harber, (2004) who argued that though schooling may protect girls from forms of violence, but at the same time schools may perpetuate and exacerbate violence if the distance between the schools and the girls homes is big Many girls, especially in the older primary grades, were denied access to school while others often had to miss school because of the distance. At the same time, there has been progress in increasing access in the early years (A cross-country analysis of baseline research, 2011). The long distances contribute to low enrollment for children in pre-school and lower primary school.

#### **5.4 Conclusions of the study**

This study investigate how FGM affects the Somali Refugee Girls access and retention of primary School education, how domestic labor affects the Somali Refugee Girls access and retention of primary school education, how Curriculum delivery affects the Somali Refugee Girls access and retention of primary school education, how distance covered to school affects the Somali Refugee Girls access and retention of primary school education Hagadera refugee camp.

The study established that the effects of FGM on girls included early marriages, premarital sex which affected girl's attendance to school negatively. The FGM also affected the girls' menstrual cycle in that if it coincided with menstrual cycle it would worsen the situation.

The study also revealed that majority of the girls doing most of the domestic work which includes cooking, fetching water, sweeping, and washing clothes. This would take a lot of their time and therefore are not able to revise and do their homework effectively.

It was established that revealed that the Language used in learning is a barrier to the access and retention girls in primary education. This was because majority of these girls are of Somali origin and therefore did not understand ell the English and Kiswahili spoken in Kenya.

It was finally established that most of the girls travelled 5 - 10 kilometres from their homes to school. This distance forced the girls to go to school very early and return home very late hence exposing them to many dangers including rape. The long distances contribute to low enrollment for children in pre-school and lower primary school.

### **5.5 Recommendations from the study**

The researcher recommendations were guided by the study findings. Concerning FGM on girls, the researcher recommended that the Government should ensure that those practicing FGM should be prosecuted. This is because FGM promoted early marriages, premarital sex and absenteeism from school.

Concerning domestic work, the researcher recommends that parents should be informed on the importance of education so that they do not subject their girl children to a lot of domestic labor which can interfere with their learning. This would give the girls able time to do their homework leading to improvement in their performance.

Concerning the curriculum, the researcher recommends that the Ministry of Education should revise the curriculum offered to refugee camps so that the pupils can participate fully in the learning process including the language used in communication. I think it is easier to offer remedial classes in English and Kiswahili to these learners by posting more language teachers than changing curriculum.

Concerning distance to schools, the researcher recommends that the UNHCR/NGOs/Government should build schools near the refugee camps to reduce the distance to school. This would lead to more pupils accessing and being retained in the schools.

### **5.6 Suggestion for further research**

This study investigated the factors affecting Somali refugee girls' access and retention of primary school education in Hagadera refugee camp, Kenya. Further study can be on the factors affecting

the performance Somali refugee girls in refugee camps in their primary education. Also a study can be done on the factors affecting refugees' access and retention in secondary education.

Further research can also be done on the effect of curriculum delivery on academic performance of refugee's girls.

## **REFERENCES**

Allen Peter Lewis (2000), *The Wages of Sin: Sex and Disease, Past and Present*, University of Chicago Press. Chicago.

Albert Einstein (2005) German Academic Refugee Initiative Fund (DAFI) scholarship program, Annual Report.

Abwao S. and Omwenga E. (1996), *Report on Health care providers knowledge, attitude and practice of female Excision in Kenya*. Oxford publishers. Nairobi

Abusharaf R. M. (1995), "Rethinking Feminist Discourses on Female Genital Mutilation: The Case of Sudan," in *Canadian Woman Studies*. Johns Hopkins University Press.

Amnesty International (1998), *Stop violence against women*. A human Rights Information pack.

Boyle Elizabeth Heger (2002), *Female Genital Cutting: Cultural Conflict in the Global Community*, Johns Hopkins University Press.

CARE KENYA,(2009), World Refugee Day, the population of Hagadera camps approaches 300,000.

Chapman, Amanda(2002). *Gender Bias in Education*, D'Youville College, New York State, 2002

Chebet S. (2005), *Tumdo Ne Leel (a coming of age concept) annual report for 2003-2004*, retrieved June 10, 2006 from <http://www.eldoretinfo.com>.

Chebet S. & Dietz T. (2000), *Climbing the cliff. A history of Keiyo*, Eldoret Moi University. Kenya

Dugger C. W. (2002) "A Refugee's Body Is Intact but Her Family Is Torn, in " *New York Times*."

Dareer A. El (1982), *Woman, Why Do You Weep?*, Zed Books, London.

Dugger C. W. (1996), "African Ritual Pain: Genital Cutting," in *New York Times*.

Dorkenoo E. (1994), *Cutting the rose. Female genital mutilation, the practice and prevention*, London Minority Right. London

Kheir E. H. Kumar S. and Cross A. R., (1991), "Female Circumcision: Attitudes and Practices in Sudan," in *Proceedings of the Demographic and Health Surveys World Conference, Washington, D.C.*

Kratz C. A. (1994), *Affecting performance: meaning movement and experience in Okiek women's initiation*, Smithsonian institution press. London.

Kongor D.K (1998) "Girls education in Kakuma Sudanese refugees camp. A case study among the Dinka community of southern Sudan" Unpublished project submitted to Catholic University of Eastern Africa Nairobi.

Lightfoot - Klein and Francisco (1991), *Prisoners of Ritual*, World Health Organization (WHO), (1979). *Khartoum Seminar on Traditional Practices Affecting the Health of Women and Children*, Sudan, Khartoum, Organization of African Unity, African Charter on the Rights and Welfare of the Child, 1990, Article.

Merton, Robert K.(1968). *Social Theory and Social Structure*.New York: Free Press.

Mustafa, A. Z. (1966), "Female Circumcision and Infibulations in the Sudan," in *Journal of Obstetrics and Gynecology of the British Commonwealth*.

McKinley J. C. Jr. (1996), "At a Ceremony in Kenya, a Brother and Sister Painfully Enter Adulthood," in *New York Times*.

- Mugenda and Mugenda, (2003) *Research Methods: Quantitative and Qualitative approaches*  
NAIROBI African Center for Technology Studies (ACTS)
- Momoh Comfort (2005), *Female Genital Mutilation*, Radcliffe Publishing.
- Nussbaum Martha Craven (1999), "Judging Other Cultures: The Case of Genital Mutilation," in  
*Sex and Social Justice*, Oxford University Press.
- Rich S. and Joyce S. (1997), "Eradicating Female Genital Mutilation: Lessons for Donors," in  
*Occasional Paper, Wallace Global Fund*, Washington, D.C.
- RahmanAnika and ToubiaNahid (2000), *Female Genital Mutilation: A Guide to Laws and  
Policies Worldwide*, Zed Books.
- United Nations (1995), *Report of the Fourth World Conference on Women*, New York.
- UNHCR and UNICEF MoU for Education in Hagadera, October 2011
- WHO (1996), *Female Genital Mutilation: Report of a WHO Technical Working Group*, Geneva.
- Orodho, A. J., (2005). *Essentials of educational and Social Sciences Research Method*. Nairobi:
- UNHCR Joint Review and Assessment of the Education Sector in Hagadera Refugee Camps,  
August, 2010.
- UNHCR Key Principles Adolescent Girls in Hagadera, Sep 2011
- UNHCR Standard Operating Procedures in Education, Hagadera Refugee Camp, June 2011

## **APPENDICES**

### **Appendix A: TRANSIMITTAL LETTER**

Nancy Mutende Kavua,

P.O BOX 30197,

University of Nairobi.

To the respondents

#### **REF: REQUEST TO FILLQUESTIONNAIRES QUESTIONAIRE**

I'm a student at the University of Nairobi pursuing a postgraduate Masters in Project Planning and Management.

I kindly request you to fill in the questionnaire attached by ticking on the appropriate box, your opinion from the multiple choices provided .This is to aid in an academic research project on assessing the factors that affect the access and retention of the Somali Refugee Girl child in Primary Education in Hagadera Camp, Dadaab Refugee Camp. It is to be presented for the award of a Masters Degree in Project Planning and Management at the University of Nairobi.

All responses will be treated as confidential.

Thank you in advance for your contribution, I look forward to receiving it back duly completed.

Yours Faithfully,

**Nancy MutendeKavua**

**University of Nairobi**



## APPENDIX B: Questionnaire for Somali Refugee Girl

**Guidelines: Use a tick (✓) to select your correct value among the multiple choices given**

1. How old are you (years)?

(a) <9 ( )

(b) 9 - 12

(c) 13 - 16

(d) 17 - 20

(e) >20

2. What class are you in?

(a) 7 ( )

(b) 8 ( )

3. How big is your family size?

(a) > 4 ( )

(b) 4 - 7 ( )

(c) 8 - 11 ( )

4. How long have you been in this camp?

1-5

6-10

11-15

15+

5. Fill a 5-point likert rating scale as from: (1-2-3-4-5) given as: 1-Strongly Agree (**SA**), Agree (**A**), 3-Neutral (**N**), Disagree (**D**) 5-Strongly Disagree (**SD**) to indicate their level of agreement and/or disagreement with the statements. The results were shown Table 4.3

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Most girls do not go back to school after circumcision					
FGM has a negative effect on a girls menstrual cycle					
Once a girl gets circumcised she may be approached by any man for marriage					
Uncircumcised girls are discriminated in the community					

6. At what age did you enroll of primary school?

7-9

10-12

12-14

15+

7. State the roles played by them and their brothers at their homes.

<b>Domestic work</b>	<b>Girls</b>	<b>Boys</b>
Cooking		
Sweeping		
Washing clothes		
Fetching water		

7. What are the challenges you face when walking to School?

8. Do you have female teachers in your School? Yes  No

9. If Yes, How many are they?

10. Is the School curriculum different from the one in Somalia? Yes  No

11. If, Yes how is it different?.....

12. How does the Practice of FGM to the Somali Refugee Girl affect her primary Education?

.....

**13.** Do you think early marriage to the Refugee Girl affect her primary Education?

a. Yes  b. No

**14.** Do you think the refugee Somali boy face challenges the same as the Somali Refugee girl? Yes  No

**15.** Given a chance to study well without many challenges will you perform well in school?

Yes  No

**16.** What are the other factors that affect the access and retention of Somali Girl refugee in Primary school education?

**APPENDIXB: Questionnaire schedule for the teachers in Somali Refugee camp.**

**Guidelines: Use a tick (√) to select your correct value among the multiple choice given**

**1. What is your gender?**

a) Male ( )

b) Female ( )

**2. What is your age bracket?**

a) Less than 30 years ( )

b) Between 30-34 years ( )

c) Between 35-39 years ( )

d) Between 40-44 years ( )

e) Over 45 years ( )

**3. What is your highest educational qualification?P1 Certificate**

a) Diploma. ( )

b) Bachelors' degree. ( )

c) Masters. ( )

d) PhD ( )

4. How long have been a teacher in the camp?

a) 1-5 ( )

b) 6-10 ( )

c) 11-15 ( )

d) 15+ ( )

5. How would you rate girl's attendance to school?

a) Very good ( )

b) Good ( )

c) Fair ( )

d) Poor ( )

e) Very poor ( )

6. Does FGM affect the Somali Girls education?

a) Yes ( )

b) No ( )

7. If Yes, Which how?.....

**8.** Does distance to school affect Somali girl's education?

(a) Yes ( )

(b) No ( )

**9.** If Yes, how?.....

**10.** Is the Kenyan Primary school curriculum different from the one in Somalia?

a) Yes ( )

b) No ( )

c) If yes, how? .....

**11.** What would you want changed in the Kenya primary curriculum.....

**12.** Do you think early marriage to the Refugee Girl affect her access and retention of Primary school education?

a) Yes ( )

b) No ( )

If yes, how?.....

**13.** How do the girl perform in your school?

a) Very Good ( )

b) Good ( )

c) Average ( )

d) Poor ( )

**14.** What other factors do you think affect the Somali refugee girl access and retention of education?.....