FACTORS INFLUENCING ACCESS TO QUALITY EDUCATION FOR INTEGRATED INTERNALLY DISPLACED PERSONS: A CASE OF MOHU FARM CAMP IN NYANDARUA COUNTY KENYA

BY

JOSEPHINE MUTUA

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DECLARATION

This research project report is my original work and has not been represented for the award of any degree in any other university.

Signature: ……………………………..   Date: …………………………..

Josephine Mueni Mutua
L51/78666/2015

Declaration by Supervisor

This research project report has been submitted with my approval as the University Supervisor.

Signature: ……………………………..   Date: …………………………..

Dr. Peter Keiyoro
Senior Lecturer, School of Open & Distance Learning.

DEDICATION

This research project is dedicated to my beloved family; my husband Samson Mutua for his continued encouragement during the entire period of pursuing this project. My children: Rochelle, Gladwell, Calvin and Prudence for their understanding and patience; this inspired and motivated me.

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LIST OF ABBREVIATIONS

CAFS   Conflict-affected fragile state

CEC   Community education committee

DFID   Department for International Development (UK)

DRC   Democratic Republic of Congo

DRR   Disaster risk reduction

ECHO   European Community Humanitarian Office

EFA   Education for all

EiE   Education in Emergencies

IDMC   Internal Displacement Monitoring Center

IDP   Internally displaced person/people

INEE   Inter-agency Network for Education in Emergencies

MDG   Millennium Development Goal

MOE   Ministry of Education

NGO   Nongovernmental organization

OCHA   Office for the Coordination of Humanitarian Affairs (UN)

PTA   Parent-Teachers association

SMC   School management committees

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

NRC   Norwegian Refugee Council

UNHCR   United Nations High Commissioner for Refugees

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ABSTRACT

The purpose of this study was to carry out an assessment of the factors influencing access to quality education in integrated IDP resettlement areas in Nyandarua County in Kenya. The study area was Mohu farm focussing on schools within the farm and those in its vicinity. Target respondents included school going children, parents, teachers and local government education leaders and community leaders; a total of 108 respondents of the targeted 150 provided data for the study, representing an overall response rate of 79.2%, a sufficient response index for data analysis and interpretation of the results. This study focused on access to quality education almost 10 years after the post-election violence of 2007/2008 which saw many families displaced from their homes, land, disrupting livelihood – access to basic needs and adversely impacting on access to quality education for school going children. The aspects that were evaluated on school factors, included school structures (safe spaces), learning facilities, school learning resources, trained teachers, finding revealed that while the access aspect seemingly had not been significantly affected by the crises, and that the integration of the IDPS had facilitated access to education in that students continued to access education, most educators, teachers, deemed the learning resources constrained, this is to be interpreted to imply that quality of education was deemed at the danger of compromise in such set ups (integrated setups). Domestic factors such as access to livelihoods, and adequate standard of living, had a mean rating of over 2.5, representing a high extent of influence on access to quality education. Similarly, community socialization and access to effective remedies and justice for the displaced persons got the highest rating representing the highest perceived degree of influence on access to education for the integrated IDPs. The study further established, evaluating the levels of agreeableness on effectiveness and responsiveness of the education access interventions, that to a satisfactory degree, the support extended to the integrated IDPs from various quarters had significantly facilitated access to education and made an attempt to foster the quality aspect of education. Lastly, participation of the stakeholders in the school as an educational input geared at facilitation of access to quality education in IDP integrated setups, indeed does highly influence access; findings revealed that stakeholders' participation in the schools had been active and the areas that registered significant participation were; exposure on sanitation (cleanliness, hygiene, water usage, diseases etc.), societal Ethics and life, Safety (wellbeing, protection, living), Awareness on environment protection, Life Skills and vocational training, and Counselling. This study recommends deliberate involvement of all stakeholders in the operational priorities for access to education in such crises setups; these stakeholders are undoubtedly the closest relational proximity to children's needs are better placed to voice out needful, relevant educational interventions towards access, quality and wellbeing of the target beneficiaries.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The period following the occurrence of a disaster is very critical in terms of aid response, and education has the capacity to cushion children from the scourge of death and bodily injury. Education indeed can convey important information on how to manage issues relating to hygiene and health following an emergency to the end that life is saved. According to Save the Children (2008), children already in school become less exposed to trafficking or recruitment into armed militia groups. Additionally, education helps to ease trauma related effects as well as provide a sense organization, belonging, normalcy and optimism for the future; such is what families and children direly need at such emergency times. In the long run, therefore, quality education becomes the critical driving element in the reconstruction of societies in the aftermath of conflicts (Save the Children, 2008). Noteworthy, promotion of conflict resolution, reverence to human rights and tolerance is possible through quality education. Furthermore, through quality education, children's potential to earn, break off the cycle of poverty, improve and maintain healthier families is achievable (Save the Children, 2008). In the recent past, need for education programmes, formal or otherwise, within a conflict setup and the awareness for such responses has been on the rise. As such, more than a million of populations including children, youths and families have been recipients of education response efforts from humanitarian agencies, both local and international. While putting emphasis on access to quality education, it has become of necessity to address the important issue that, in situations of emergency, children do not lose their right to access education. And secondly, the need of inclusion of education in emergencies into the mainstream humanitarian agenda, as a significance consequence, cannot be over emphasised (IDMC and NRC, 2010).

This is to say that the education that is provided must needs meet certain criteria, as bare minimums; should be quality so as to facilitate successful reading, writing and manipulation of numbers for children, and done in a manner that is legitimately recognized to guarantee continuity of learning. Additionally, such education must be void of exclusion of children

owing to lack of clothing, disability, gender, and other limitations related to poverty. It is understood emergencies vary from each other and so should the education access responses (Ferris and Winthrop, 2010). While the challenges of access to schools, case of refugees for instance, take the form of bureaucracy or political impediments in the receiving country, most of the challenges facing access to education actually exist in none emergency settings but on an enlarged scale. According to Save the Children (2008), these educational challenges relate to infrastructure and resources for education access including congested classrooms, inadequate learning materials, understaffing as well as socio-economic factors such as poverty which influences continuity of learning for poor families with a bias on the girl child (Save the Children, 2008).

In response to challenges of access to education especially in areas plagued with protracted conflicts so that school going children are confined in their homes, scholarly evidence has strongly recommended utilization of community oriented education programmes and community participation in monitoring of these programmes so as to increase education attainment at the primary level. Moreover, a number of favourable interventions towards education access have also been fronted including customized training for less qualified teachers, use of the mobile phone platform to relay lessons, lesson schemes and instructions (Burde, Guven, Kelcey, Lahmann, & Al-Abbadi, 2015). Other education access interventions include computer aided learning, a practice within developing countries that are more stable, which may be inapplicable to conflict situations in other less developed regions. On a positive note, access to education for populations within existing, protracted as well as post-conflict situations, have for a short term exceled in influencing attitudes and perceptions of the recipients when physical contact is made with these target groups (Save the children, 2008). Observational studies, though mixed, give the promise that in situations where equal access to education has been facilitated combined with high educational attainments, propensity for learners to participate in extremism or militia groups has been reduced (Burde, Guven, Kelcey, Lahmann, Al-Abbadi 2015).

1.2 Statement of the Problem

Kenya has historically and periodically gone through internal displacement resulting from politically based violence, disputes on land and boundary, the scourge of drought, floods, mud slides, climate change, cattle rustling, conflicts on access to resources such as pasture and water for pastoral communities, armed militant groups as well as border conflicts (Kamungi,2013). The single most prominent and distressing cause of these displacements has been ethnically politically instigated violence which has a repeat pattern every electioneering period in the country. Underlying such violence is the disquiet within the ethnic groups living within heterogeneous parts of the country such as Coast, Rift valley, Nyanza and Western, that the indigenous communities are losing to migrants living amongst them due to political patronage. The disputed 2007 presidential elections results had the highest wide spread level of ethnic violence birthing a crisis that cut across both urban and rural setups, leaving deaths, mutilations, sexual violence in its wake (Kamungi,2013).

The displaced populations grouped and settled in displacement camps across the country particularly in major affected regions and began efforts to rebuild their lives. While the government on its end made efforts to resettle the displaced masses through monetary compensation, purchasing of land for resettling the IDPs, then eventually closed some of the camps and withdrew humanitarian services, a part of the affected population continued living in tented camp-like settlements. A proportion of this population grouped, bought land collectively and transferred to the land for settlement. This move birthed replication of camps especially in areas such as Nakuru, Naivasha and Nyandarua. All these decongestion and resettlement efforts notwithstanding, by the close of the year 2012, over 700 families were yet to be resettled. The education access component demands indiscriminate, free and physical aces to schools that are safe from any form of harm. Moreover, the physical access to education component dictates consideration on the part of availability and safe physical reach for the affected population. This is to mean that it should be safe for the children to commute/access the school without exposure to any risks, and that education services must be indiscriminately accessed by all groups forming the school going population. The World Declaration on Education for all emphasizes that "those displaced by war" should be protected from any discrimination while accessing education.

Ogutu (2015), discloses that the effects of the post-election violence on children and Early Childhood Education (ECE) was adverse, with learning facilities being destroyed; families forced to flee the violence being condemned to poverty and deprivation making it difficult for them to provide even the basic necessities to the children, let alone providing quality ECE (Ogutu, 2015). Still, internally displaced children remain out of school in large numbers. UNHCR global estimations discloses that primary school representation in camps is 69% and at secondary only 30% (Kiara, 2015 in Dryden-Peterson, 2011).

Kenya Human Rights Commission's status report by the estimates that of the 663,921 displaced in Kenya after the 2007-2008 post-election violence, 350,000 resettled in 118 camps whereas about 331,921 were sought refuge in communities across the country (Kiara, 2015). In emergency situations as well as post-crisis setup, the vital needs in regards to access to educations majorly revolve around inadequate and strained education infrastructure, learning resources and competent teachers. In areas of conflict and disaster, access challenges including education administration (unavailability of schools within proximity especially in rural setups, and scarce learning and teaching resources, inadequacy of teachers. females especially, dilapidated structures, and unaffordable schooling costs) are fuelled further by damage to schools directly, militia groups taking occupancy of the schools, or occupation by the homeless populations affected by the skirmishes. These creates insecure environment for conducive learning for learners, teachers, stakeholders like the surrounding community, as well as hindering access to the schools (Burde, Guven, Kelcey, Lahmann, Al-Abbadi, 2015). Duration of displacement crisis lasts varyingly depending on severity and type of crisis: for some contexts, displacements extends to weeks or months and in this instances the affected population is able to survive on the scanty resources within their possession until life resumes normalcy. However, the majority of displacement scenarios last for extended periods than anticipated to the extent that families run out of means, and host families/communities are stretched to unbearable limits. This often prompts governments and humanitarian agencies to set up aid camps for the displaced masses where humanitarian assistance can be channelled and at the same time pressure on host communities is minimized (Beyani, 2013).

According to Kiara (2015), in as much as government, after the post-election violence, made efforts to assist the IDPs by provision of shelter, food, non-food items and access to early childhood education among others, access and retention of IDPs in post primary education remained a challenge (Kiara, 2015). Majority of displaced parents were unable to meet education costs secondary school expenses. Whilst access to education at the primary level had been subsidized by the government, parents had to incur supplementary costs that arose including uniform, learning/reading materials, among other administrative expenses (Kiara, 2015 in Kenya National Commission on Human Rights & UNHCR, 2011).

1.3 Purpose of Study

The available findings on alternative options to access education for those living in crisis affected areas are still at pilot stage and unsatisfying, necessitating additional study. The study therefore, in light of the aforesaid, sought to establish the factors influencing the access to quality education for Integrated Internally Displaced Persons in Nyandarua County Kenya

1.4 Objectives of the study

This study sought to focus on factors influencing access to quality education (both primary and secondary) and to further establish the existence or otherwise of education access interventions in such IDP integration environments.

This study was guided by the following specific objectives:

(i) To establish how school factors influence access to quality education for Integrated IDPs.

(ii) To determine how the domestic factors influence access to quality education for Integrated IDPs.

(iii) To establish how the existence of interventions strategies facilitate access to quality education for Integrated IDPs.

(iv) To evaluate how stakeholders' participation influence access to quality education for Integrated IDPs.

1.5 Research Questions

The study was guided by the following research questions:

(i) How do school factors influence access to quality education for Integrated IDPs in Nyandarua County?

(ii) How do domestic factors influence the access to quality education for Integrated IDPs in Nyandarua County?

(iii) How do interventions strategies facilitate access to quality education for Integrated IDPs?

(v) How does stakeholders' participation increase access to quality education for Integrated IDPs?

1.6 Delimitation

It is documented that some 8,000 IDPs moved from other regions of the country and have been integrated with families in Nyandarua County, at the height of the 2007-2008. As at 2016, over 3000 households had been relocated to Mohu farm, a government parcel of land, in Nyandarua awaiting the subdivision of land for each household. The government had planned, from February 2016 to start resettling and compensating all the remaining profiled Internally Displaced Persons (IDPs) in the country, the same is yet to start. The study focused on establishing the factors influencing the access to quality education for Integrated IDPs in Nyandarua County. The study concerned itself with review of prevailing conditions and circumstances facing displaced children, especially when considering access to quality and relevant education. The scope of the study was the Integrated IDPs in Mohu farm Nyandarua County. Importantly, and in particular, the study was specific to integrated IDPs in Nyandarua County, and was therefore, not to be generalized to other counties which are not likely to have experienced an influx of IDPs from other regions of the country in the magnitude that Nyandarua did. The findings of the study, therefore, need to be applied in other geographical areas with caution.

1.7 Limitations of the Study

The major limitation of this study was that it was not possible to control the attitudes of respondents as they give their responses which had the possibility affect the validity of the responses. The researcher, therefore, assured the respondents that their responses were to be

used only for the purposes of the study, and that their identities would be treated with utmost confidentiality. Additionally, the researcher anticipated subjective or limited responses to some sensitive questions owing to the sensitivity of the matter – post elections violence which birthed the displacement crisis. To counter this hurdle, the researcher kept objectivity throughout the process as well as assuring the respondents utmost confidentiality and that anonymity would be highly adhered.

1.8 Assumptions of the Study

An important assumption for the study was that access to basic primary as well as secondary education was a mandatory requirement as provided for in the Kenyan constitution and that this research study would receive most needed support. Additionally, the incidence of post-election violence was in the country was of a significance magnitude, affecting key areas of the social infrastructures, eliciting attention globally, this would be a meaningful area of study to focus attention on for all involved stakeholders.

1.10 Definition of significant terms

Quality education   A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Intervention Strategies   In retrospect to the current study, these are crafted mechanisms that aim at improving the access aspect by tackling the obstacles to provision of education in emergencies setups.

Stakeholders   Refers to parties that have interest in education and either influence or can be influenced by education. They are participants, facilitators, beneficiaries in education access, facilitation and implementation.

School factors	These refer to components on education access touching on management and organization, structures and facilities, and financial inputs, as well as syllabus and methodologies in the school setup.
Domestic factors	These are social, economic, physiological factors, in the context of family setups, influencing learners' education access and quality i.e financial status, family stability, etc
Integration of IDPs	Refers to the absorption of the IDPS in the surrounding communities as a resettlement alternative so as to allow them a chance to resume normal lives**.**
Post-election violence	Conflicts resulting from disputed presidential election birthing a political, economic, and humanitarian crisis.
Response Gaps	These are challenges or loopholes in the preparedness, planning, coordination, and execution etc of interventions in emergencies in the context of education in emergencies
Education in Emergencies	Emergencies include elements of conflicts, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than 'emergency education response' which is an essential part of it.

1.9 Organization of the Study

This study is organized in five chapters. Chapter one consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation and delimitations and definition of terms. Chapter two deals with literature review on factors influencing the access to quality Education. Chapter three covers research methodology focusing on research design, target population, sample and sampling procedures, research instrument, validity and reliability of research instrument, data collection procedure data analysis techniques. Chapter four presents data analysis and discussion of findings while Chapter five comprises of the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of the literature relating to education in emergencies and in particular factors influencing access to quality education for the children in such circumstances –Integrated IDPs, or those living in resettled land not initially theirs. The findings of selected scholars are reviewed and an attempt made to identify existing knowledge gaps in this field.

2.2 Access to Education in Social Conflicts

According to World Vision (2008), emergency situations resulting from conflicts or natural disasters bring with them massive outpouring of humanitarian aid and support in the form of critical provisions including food, shelter, water, hygiene, protective measures and indispensable health services. Such provisional interventions are considered urgent and imperative while a guarantee in the continuance of education generally takes a less urgent and important place in the whole response setup (World Vision, 2008). In most cases the scope of humanitarian response as well as the international interest in such emergencies is proportionate to the desperation levels portrayed through the media. Of truth, the media's representation of ongoing emergencies comes out in the form of acute physical suffering, however, the certainty of the greater part of those caught up in such emergency situations is not a desperation due to hunger or disease, it is the desperation and hopelessness arising from the belief that they have lost their future (World Vision, 2008).

Emergencies resulting to internal displacement expose children to forced military recruitment in countries a number of west African countries as well as posing a significant challenge in the access to fundamental education, this is so because education is not viewed as a priority for the displaced persons by the international donor agencies as well as governments faced with civil clashes (Save the Children, 2008). The biggest concern for governments facing conflict is winning the conflict as opposed to addressing the issues of IDPs. On its end, the international donor community's priorities as well push education to the periphery while meaningful attention is given to essentials such as food, water and shelter (Save the children,

2008). The dynamics vary considerably in displacements that happen within town setups; not only does education face challenge of neglect for the IDP population; the security of students and teachers alike becomes a concern. The IDPs in most cases bear the brunt of being direct targets in the perpetration of conflict or facing undue bias in regards to access of educational services (Save the children, 2008). Current statistics place children out of school worldwide at approximately over 72 million with over half of the number living in conflict affected fragile regions. Further to the figures, humanitarian disasters annually disrupt the education of 750,000 children, on average. Such figures elicit worldwide debate.

It should be mentioned emphatically that access to education that qualifies to be quality remains a critical human right irrespective of living environment/conditions or who the persons are. As discussed, in situations of emergencies, support accorded to the populations affected takes the form of basic necessities as well as protection of the human rights for those masses. However, in most cases, education as a humanitarian response is hardly a consideration and this leaves children caught within such emergency scenarios out of school for significant durations spanning even years. On the average, records place duration of a majority of conflicts at 10 years with those displaced, families and children in particular, dwelling in IDP camps for approximately 17 years. These periods are significantly long and as such, it becomes critical to introduce education as a humanitarian intervention response right from the onset of all other humanitarian responses. In the absence of such consideration, the affected population, and in particular children, miss out on critical skills to survive on, a glimpse of optimism and the ability to be useful populations after normalcy resumes. According to Save the Children (2008) education in emergency situations as the capacity to guarantee continuity of life through provision of structure and support through which skills are build, restoration of stability and hope for the future healing pain borne out of exposure to conflict ills and experiences and especially for affected children and adolescents and providing avenues through which healing, peace and reconciliation can be achieved (Save the Children, 2008).

2.3 Internal Displacements and Refugee Camps

The Women's Refugee Commission's 2004 *report Global Survey on Education in Emergencies*, using data relating to 2002 highlighting the cases of countries, placed the total

number of refugees and IDPS within school-going-age at 3.5 million in the 10 countries. Out of this total, 1.7 million were out of school. Furthermore, the survey noted that at least 27 million refugees and IDP children and youth not in school in those countries, the majority of them (90 per cent) were IDPs, being a representation of 70 per cent of the world's refugee and IDP population. World over refugees are well documented as compared to IDPS in regards to access to education although the records for the refugees are far from perfect. The unavailability of data that would be useful to make comparisons between conflict-displaced children and those not displaced in regards to access to education is a serious concern (Ferris and Winthrop, 2010).

In the Africa continent, the statistics place number of children not able to access education in poor countries riddled with conflict at over a third of the population. Noteworthy, in countries like Somalia, Chad, and Eritrea, primary school enrolment is possible for minority children. It is possible that majority of these children fall into the category of the displaced persons. This information goes a long way in aiding the analysis of the schooling trends in the contest of displaced communities. Still regarding access to education for the displaced children, the refuges seemingly have a better chance at accessing education in the host countries they have fled to (Ferris and Winthrop, 2010). The reality on the ground regarding refugees and displaced persons, unlike the images most people are accustomed to, of extensive camps hosting an extreme number of displaced populations, these displaced populations (IDPs and or refugees) live within host communities where they have been integrated (UNHCR, 2009). Indeed, on an increasing trend, a number of non-camp refugees live, with changing degrees of legitimacy, in cities. This is so notwithstanding the fact that a large proportion of IDPs globally, live in camps in countries like Darfur and Sri Lanka (UNHCR, 2010). The Prevailing global statistics on refugee living in camps, for instance, according to the UNHCR, stands at one third of the refuge population, and out of this proportion, 70 per cent are in countries within the sub-Saharan Africa region.

The Kenyan context is similar comparatively; hundred thousands of refugees are hosted in four camps, with the biggest, Dadaab Camp, located in Garissa, in North Eastern region of the country. It is estimated that the number of refugees at this camp stands at 264,000, comprising mostly of refugees of Somali descend. The second biggest refugee camp,

Kakuma Camp, hosts approximately 50,000, located in the North West region of the country; it draws its populations from Sudan and Ethiopia, as well as proportion of Somalis transferred from the overcrowded Dadaab camps by the UNHCR. Outside the camp set up, it is also estimated that over 34,200 refugees, dully registered, illegitimately live in Nairobi under extreme hardship conditions. This as per UNHCR's records (UNHCR, 2010).

The notion of Internal Displacement in Kenya has been in existence way before January 2008 during and after the Post-Election Violence. Internal displacement has been an unending element of Kenya's history and can be traced back to the colonial days when Kenyans were forced to vacate their land and homes leaving them to the European settlers (Youth Alive Kenya, 2009). Political rivalries, however has been notably significant in sparking internal displacements; in the electioneering years 1992, 1997 and 2002 internal displacements were witnessed. Over and above the aforementioned, pre-election and Post-election violence, border and land disputes violence, have also been documented to fuel quite significant levels of intolerance culminating into displacements. Skirmishes in Kuresoi, Molo district attest to this statement. Worse still, other unsettling conflicts including cattle rustling and robbery, and natural scourges such as drought in extensive parts of Northern Kenya have been a contributing cause to displacements. In the event of this occurrences, communities, sometimes in their entirety are forced to leave their have often forced whole communities to vacate their land in search of greener pastures or at times conflicts over natural resources like water have led to displacement of communities (Youth Alive Kenya, 2009).

Focusing on the 2008 post-election violence and the consequent effects particularly on education, a lot went into disarray. Some of the schools were burned, denying children the opportunity to continue with education in the school where they had enrolled. Youth Alive Kenya, (2009) in their report *Children in IDP camps: Unfulfilled Human Rights Obligations* narrated that displaced children had to enrol for the first term of 2008 in new schools in the places where they moved to after the displacement. Some were stigmatized and treated unkindly by the people they found, others had to repeat classes they had already passed while there were yet others who completely dropped out of school in the process. The research seeks thus to explore some of the factors influencing access to education by the IDPs in this new environments (integrated settings).

2.4 Factor Influencing Access to Quality Education In displacement and Refugee camps

In her study, Murugi (2015), reports that the wide spread violence that arose following the December 2007 presidential elections was disturbing in its fierceness and scale to the end that over 1,000 people died and more than 600,000 rendered homeless by the time the violence ended (Centre for Rights Education and Awareness, 2009). As late as 24th January 2008, Murugi (2015), further informs that in Narok, Kenyan students in their thousands had still not reported back to school while displaced primary teachers in Mulot in Narok South district set up makeshift classrooms under trees. Owing to the unavailability of secondary school teachers who had been displaced, the corresponding high school students could not be attended to; majority stayed at home engrossed in none educational activities.

2.4.1 School Factors

According to the Internal Displacement Monitoring Center (IDMC) (2010) an environment that is secure and fit for the thriving of learning opportunities promotes healthy development of children adolescents cognitively and emotionally. That said it is a concern that a significant proportion of these group, children in their thousands, live in refugee camps and IDP settlements. As earlier alluded, education has been proved to be a vehicle through which interaction, social skills and knowledge is availed to these children to the end that their live are rebuild and well equipped for the future. Outside education and the opportunities it affords, these children are exposed to alternatives such as depression and idleness, as well as a variety of anti-social activities, revenge tendencies even the possibility of renewed armed conflicts (IDMC, 2010).

In her research study, Lydia (2014), in regards to access to education reported in her findings that the education policies on language of communication did not adequately cover the refugee children, most of the refugees in Kasarani were in Kenya illegally, so they feared taking children to schools. On a positive note, she also reported that the refugee's children had equal learning opportunities with the Kenyan children, and that the government took the records of the refugee children to schools. Moreover, challenges to access were real; refugee children had undergone a different education system than the Kenyan education system and therefore, the certification system of the country of origin was totally different. It was found to be difficult to establish exactly the level a child had been, before they left school and that

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Language barriers hindered education and learning opportunities to the refugees (Lydia, 2014). Ogutu's (2015) research disclosed that lack of infrastructure and play facilities, a deficient learning environment, poor sanitation, lack of primary healthcare systems, health facilities, poverty amongst IDPs, and lack of feeding programs and poor implementation of children's rights hindered the provision of quality ECE. The study recommended financing of infrastructure, running costs and feeding programs by the government or donors, and mobile clinics (Ogutu, 2015).

2.4.2 Domestic Factors
In her study findings on access to education and continued school attendance, Murugi (2015) identified financial difficulties as the key reason for absenteeism of girls from displaced households. Absenteeism, she found out, whatever the cause, interferes with participation of learners in school noting that displacement can lead to interrupted schooling and results to large numbers of average students who struggle to access and persist in school. The displaced girls in Nyandarua South Sub-county, her findings reported, were not participating fully in secondary education due to absenteeism caused mainly by financial difficulties (Murugi, 2015).

Murugi (2015) further disclosed that most girls targeted suffered greatly during the 2007-2008 post-election violence in that, following displacement, most lost everything their families owned and settled elsewhere to start afresh with nearly nothing. Many therefore lost a lot of learning time in the process as the girls, even after gaining admission to school, were absent frequently. The schools were not able to offer adequate psychosocial support due to lack of trained counsellors although extracurricular activities were availed. IDMC (2010) in its report notes an increase in the push for awareness of the significance of education programmes (both formal and non-formal) in emergency setups. Already, the report cites, scores of populations (children, youths and adults) have profited from such opportunities through the concerted efforts of humanitarian agencies – local and international.

In the period following conflicts, the transition between humanitarian aid and rebuilding and development is usually shaky. This is so because the end of conflicts or emergency situations, in most cases dos not necessarily warrant that development and especially the roll

out of considerably large scale development projects including those focussed on restoration of educational services. Indeed, in many cases, the reality on the ground usually presents conditions of uncertainty and elements of insecurity for any immediate meaningful developments including formal education related programs. This reality challenges the centrality of education in peace building and resettling of both IDPs and refugees and efforts to rebuild lives and societies. According to the world bank, in the aftermath of a conflict, there is a rapid increase in primary school enrolment, but the same enrolment trends are not observable in the other levels of education (secondary and tertiary), it takes longer to realize considerable enrolments (Ferris and Winthrop, 2010).

2.4.3 Intervention Strategies

The input of experts is always enlisted while designing and coordinating quick responses in the context of large scale emergencies. Concerted efforts of humanitarian agencies including NRC, UNICEF, UNHCR, UNESCO among others has realized meaningful contributions to this end including backup education placements (Laura-Ashley, 2010). In situations where the emergency breaks out in areas that already have the presence of humanitarian agencies with running education programs, any additional influx of human populations can be easily handled by expansion and making necessary response arrangements within already existing facilities (UNICEF, 2011)

On a broad scope, whenever conflicts or significant natural disasters strike a country and in their wake leave bruised or collapsed government and its functional structures, the capacity to carry on operations is challenged for the country and its institutions but even on a graver note, the capacity of humanitarian agencies to operate their programmes in response to such crises is affected. According to UNHCR (2008), what follows such impasse is an array of survival tactics by the affected despite their dearth of means; displaced persons or refugees resort to grouping (UNHCR, 2008). The positive side of such undertakings by the affected is the same innovativeness can be adopted whenever humanitarian aid comes in on a large scale. Additionally, the incorporation of external aid into these survival innovations of the community, goes a long way on the success of any project, education in orientation for instance, because it guarantees participating from the target community (Burde, Guven, Kelcey, Lahmann, and Al-Abbadi, 2015).

Key findings from Oekland's (2014) research study, suggested that the degree to which Education in Emergencies projects were in tune with protecting the needs of the concerned refugee children was undermined by the resource-centred actuality of a rights-centred approach to education. Additionally, the study reported a limitation and unevenness in accessing education resulting to the end that a significant number of children ended up locked out of the caring structures that Education in Emergencies was argued to provide (Oekland's 2014). Her study further disclosed that illuminated that the participation of the host community was disproportionately spread in the whole course of the program timeline: she observed active participation in execution, but insignificant participation in decision making processes and in the design of the program. As a result, there is a neglect of the opinions and inputs of those with vital knowledge of children needs and in the end the programs designed are out of tune with pre-set priorities for operations (USAID, 2014).

2.4.4 Stakeholders Participation

A main challenge to the success of intervention emergency programmes is disconnect in consultation and communication between the target beneficiaries and the field implementers of these programmes. Essentially these humanitarian programmes are meant to be owned and implemented by the local communities targeted, not passively or in restrain of community initiatives (Laura-Ashley, 2010). In particular, crafting initiatives that relate to the redesigning and rebuilding of broken education systems necessitate the involvement and active contribution of the target proportion of the population. Emphasise on active local community participation guarantee the ownership of this emergency projects as well as their success (Save the Children, 2006).

2.5 Education in Emergency: Response Gaps

The main gap, which is an amalgamation of many gaps, is access-dimensional; it can be disrobed as interruption in education occasioned by the damages from crises as well as improper coordination between and across different players (Save the Children, 2008). The coordination aspect of this gaps manifest in lack of involvement of the relevant authorities – both local and national - in planning at the onset, for instance, resulting in poor or absence of ownership in response. Additionally, a gap exists in the inadequacy in national capacity to consolidate plans across emergencies and longer-term crises. Thirdly, the incapacity to

Coordinate players across functions of emergency programmes, and indistinct lines of responsibility in the readiness and disaster risk mitigation is a significant gap (UNICEF, 2011).

In the Kenyan context, a significant gap exists in the access to education, through non-disclosure of information: The Baring Foundation in their baseline report of 2011 found out that access to education was one among many of the challenges that IDPs schooling their children had to confront. These IDPs had a challenge in catering for basic provisions for their families as well as meeting the cost of school uniforms for their children owing to the cost implications (Baring Foundation, 2011). The report further disclosed that, the hardest hit IDPS were those with secondary school going children since on top of the cost of uniforms and basic necessities they had to meet, school fees was an added burden that they had to shoulder. Those who tried to secure educational support in terms of scholarships and bursaries were confronted with bias since they were not residents of the host communities and constituency (Baring Foundation, 2011).

Among the recommendations made in the report was the emphasis to access to information firstly as a precursor to other donor or government driven initiatives: that government and other no-governmental players have the obligation to intentionally factor in timely access to accurate information while designing and rolling out IDPs centred programmes. Efficient flow of accurate information on the one end enables IDPs to benefit from the many programs intended for them but importantly it promotes access to fundamental rights such as access to education, employment opportunities, owning property, food, shelter, water and hygiene etc.

In the context of access to education in refugee camps, a study done in two main refugee camps in Kenya, revealed that, poor infrastructure negatively affects access to education; the attendance, efforts to provide a conducive peaceful and safe leaning environment, and addressing access to education for children with special needs or learning difficulties. Consequently, the school dropout rates are considerably high and the academic achievement is also poor (Laura-Ashley, 2010). Even in the absence of sound research pointing out that infrastructure and facilities have direct impact on children's learning, the studies highlight the need for basic capacity to cater for the children for a start. Among the proposals

suggested by the study was improvement of the access aspect through emergency, portable schools, an intervention which would reduce distance to school by taking school to where children are as well as covering a wide scope of the target population owing to portability. Moreover, this proposed intervention addresses issues of absenteeism occasioned by unfavourable climate, distance and transportation challenges. Laura-Ashley (2010) notes that such educational access improvements, in refugee camps for instance, do not need heavy capital investments but rather creative solutions, distinctive to each refugee context. Save the Children (2008) described education interventions that ensure quality as such which foster relevance to the needs of children, are relevant to their developmental level, are participatory in that they engage both child and parents in the learning process, are flexible enough to handle changing conditions, and are inclusive to guarantee access for all children and their protection against exposure to harmful vices and conditions.

2.6 Theoretical Framework

This section discusses the theory of change and in particular reviews access influencing factors and plausible interventions touching on educational infrastructure, administration, resources, content of the syllabus, learning and teaching practices with the focus of improving the access and delivery. These interventions, in form of programs, either target the mitigation of the risks, improving protection – both physical and emotional, or fostering flexibility.

The theory works on the presumption that conflicts and disasters disturb or destabilise education because they result in the destruction of infrastructure, force populations to relocate, increase the psychological distress and/or prejudice among groups within a region or country. The intervention programs then aim at providing educational support in different forms, in these situations by addressing challenges in administration, infrastructure, resources, customized educational content, materials, and practices. For instance, administratively, the intervention may focus on installations or support for community based schooling aimed at increasing enrolment and access say for girls or those students with special needs. Measuring impacts of such interventions or envisioned outcomes for improved educational access then may be guided by the indicators such as enrolment statistics, rates of

attendance. Similarly, improved educational attainments in grades or improved test scores, improved learning can be relevant indicators of sound infrastructural and administrative interventions. Moreover, interventions touching promotion of quality education by addressing aspects such as learning content and practices, revising syllabus, can be measured by outcomes such as increased tolerance levels, social behaviour, or physiological status of the target learners

In particular, this study has framed the theory on "what works" to encourage significant results in education in emergencies setups. The theory picks three aspects including access, quality, and welfare as the most important intervening components or intervening variables in regards to promotion of access to education in emergencies. These parameters are considered as the intervening variables facilitate positive results in that they describe the connection between the specific interventions and the envisioned impacts. Importantly, the change theory clearly shows the distinction in the interventions that focus on the access, quality and welfare aspects (administration, infrastructure, and resources), and the interventions that focus on the learning content and practices (inputs that focus on intellectual and physiological processes, content and pedagogy) (Unterhalter et al., 2014). Of significance hence, in schools, learners are differently influenced by exposure to the trauma in disasters or conflicts, so that after the conflicts, the assistance to be offered to these learners differ as well. This is to say that instructors are then necessitated to utilize a variety of approaches over and above the conventional classroom mode of instruction, to incorporate instructional approaches that embody recreational activities, group activities, discussions with focus being building of self-esteem, and respect for culture and diversity. On the part of the teachers, it may require keenness to identify signs or behaviours of learners who may be traumatized or psychologically disturbed and in need of specialized assistance (Burde, Guven, Kelcey, Lahmann, and Al-Abbadi, 2015).

2.7 Conceptual Frame Work

In this study, instead of a narrowly addressing learning effects confined to educational achievement in test scores, broader facilitative factors that are considered vital in the

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promotion of access quality education in crisis situation are evaluated. On an even broader spectrum, indicators such as higher enrolment and improved educational attainment, better attitudes and behaviours, and enhanced physical, mental and emotional wellbeing independent variables are envisioned. The study sought to evaluate whether there existed a relationship between the independent variables (school environment - child friendly spaces and child friendly schools, participation from the local community and education stakeholders and intervention education methods and strategies in response to education in emergencies) and the dependent variable - promotion of access to quality education.

Graphical Representation of the Conceptual Frame Work
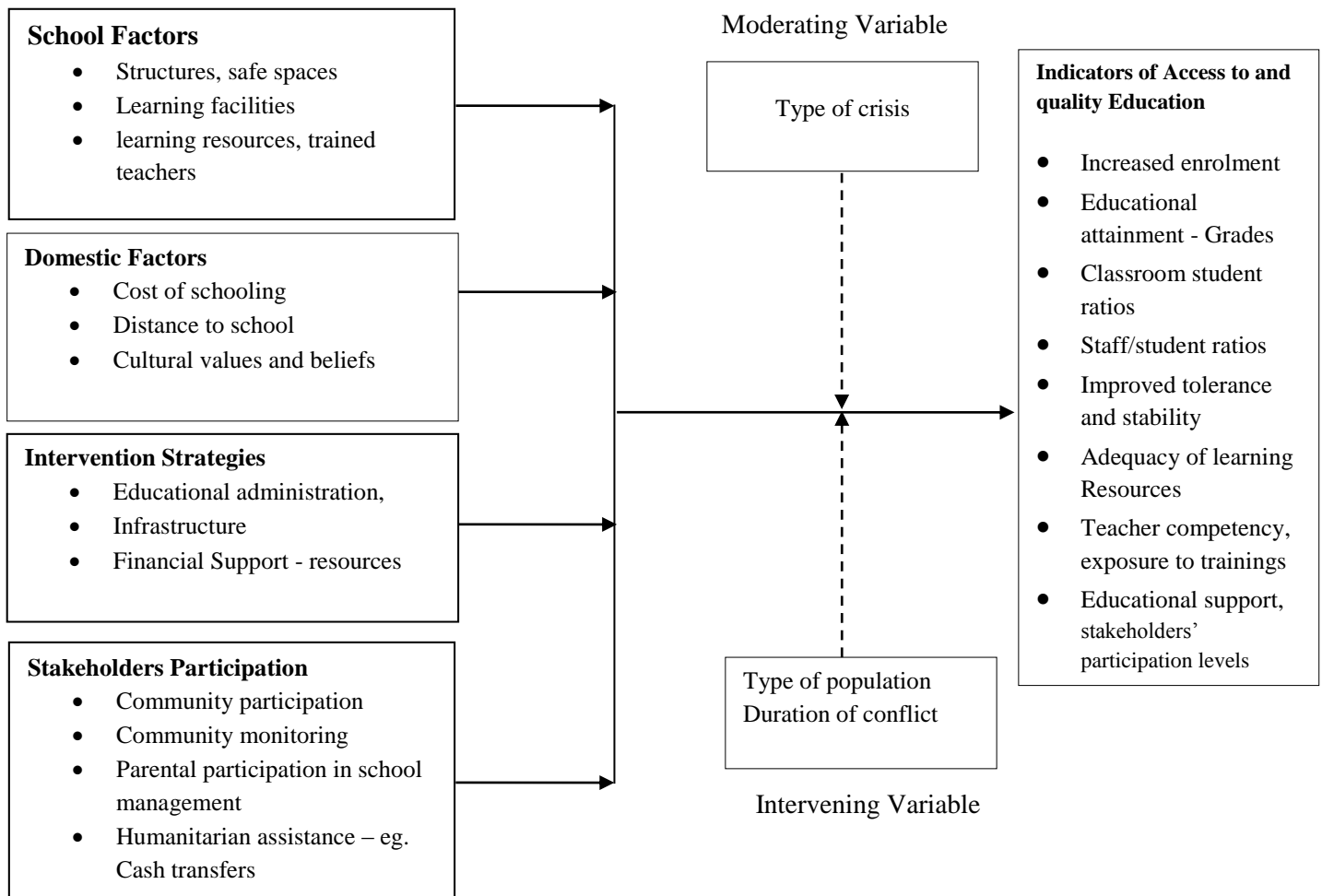
Figure 1: Conceptual Framework

2.8 Independent Variables

An independent variable is the supposed cause in an experimental study. All other variables that may impact the dependent variable are controlled. The values of the independent variable are under the experimenter control. The independent variables in this study are categorized into four namely; school factors, domestic factors, intervention strategies and participation by stakeholders. For school factors, in places rocked by conflict and disaster, the challenges relating to education access are further exacerbated by physical damage to schools, inaccessibility of the schools by reason of intrusion by displaced populations or armed militia occupation, unsafe learning environments, transportation and logistical challenges in accessing schools by both teachers and students owing to prevailing unrests. Domestic factors entail family size, incomes, costs of schooling, poor views of the benefits of education, socio-cultural factors, and uncertainty about the quality of education being offered.

On interventions strategies the focus was on those interventions which aim to increase access to schools within the crisis-affected populations by addressing challenges in regards to administration, infrastructure, and resources. On stakeholder's participation the study evaluated aspects such as the participation of communities in monitoring, early childhood development, school management, Community based Early Childhood Development Education programmes, increasing parental participation in school management (UNICEF, 2011).

2.9 Dependent Variable

Dependent variable is the presumed effect in an experimental study. The values of the dependent variable depend upon another variable, the independent variable. In the rigorous review of education in emergencies by Burde, Guven, Kelcey, Lahmann, and Al-Abbadi (2015), regulating the methodology of education delivery and specially in regards to the structure and management To a considerable degree, access and quality are interlinked and are evaluated and explained through parameters such as teaching and learning process e.g. provision of a balanced curriculum; availability of school-based curriculum development and review, the use of different teaching and learning methods, provision of incentives and other

measures to monitor and evaluate student learning, application of information technology to the teaching and learning process; personal growth and development of students e.g. guidance and counselling, moral and civic education, availability of student organisations, community service, and liaison with external bodies e.g. partnership and networking with other schools, educational, business, community and government agencies in the development of quality school education. The cause effect of the influencing factors discussed in the independent variables is increased enrolment, school attendance, improved learning and educational attainment, and generally stability in those crisis affected contexts.

2.10 Moderating Variables

A moderating variable explains a relation or provides a contributory link between other variables. Also called by some authors "mediating variable" or "intermediary variable. Variations will undoubtedly occur in the way the independent variables influence the dependent variable in different context and in our case severity of crises, the type of population affected and the duration of the crisis. In particular, among the interventions in question, for example, more lean on testing how a particular intervention fits into a specific emergency situation – long or short lived emergencies, urban or rural setup, and the characteristics of the target population. These dimensions have a bearing on the relationship between the variables.

2.11 Summary of Literature Review

The literature material on education in crisis and related settings was dearth. A thorough literature review by Burde, Guven, Kelcey, Lahmann, and Al-Abbadi (2015) indicate that while the programs on education within emergency setups has been on the increase, the same remain transparently and thoroughly unevaluated. Additionally, only a handful of rigorous studies have appraised interventions, in the form of programs, using experimental designs to explain contributory mechanisms. Majority of prevailing evaluation studies fall within the categories of observational studies, or participants' opinions on the programs. Therefore, very little is known regarding educational access, quality of learning, and well- being outcomes impacts though such programs.

2.12 Knowledge Gaps

In the Kenyan situation, the significance of good quality education in the advancement of vibrant learning in the past received lesser attention compared to access. While such a trend is slowly changing, the prominence of good quality free and universal education in relation to access is currently gaining attention from researchers outside the scope of peace education. Notably, the elements of education content and practices are predominantly outstanding in countries and regions affected by crises. Studies included in this review often provide basic information about the goals and components of programme interventions, but they rarely describe or assess variations among the interventions in question. While the government may have limited capacity or no capacity because of an emergency, it is more effective for relief organizations to work through state structures to build capacity, ensure appropriate curriculum content, and provide material inputs than to start from scratch. When school systems have completely collapsed because of protracted conflict, communities often attempt to re-start the education process themselves (Save the Child, 2008).

Secondly, understanding the role of teachers is an area that has been scar: there is limited proof of how teachers and teaching practices influence learning outcomes in crises conditions as contrasted to non-crisis settings. In addition, in humanitarian and post-conflict situations, there is little focus on teachers' varied expertise, practices, approaches, and primacies (Burde, Guven, Kelcey, Lahmann, and Al-Abbadi 2015). Lastly but important on the gaps, there is wide agreement on the importance of children friendly environments (safe and secure learning spaces) as vital interventions for the protection of children. How these interventions are measured to truly reflect desired interventions outcomes is what needs to be enhanced. This is an area that has not been exploited and this study sought to shed light on how school environments as a factor influences access to quality education.

2.13 Chapter Summary

The literature review revealed that many of the education interventions are crisis-oriented and thus short-lived solutions to maintain education contexts of emergencies. These interventions widely focus on improving access to schools by those affected by conflicts by mainly narrowing attention to administration, infrastructure, and resources. Globally, and mostly in crisis affected countries and regions, it was found, through the review that,

regulating the way that education is accessed or provided, by adjusting the existing structures and administration is one way that global humanitarian aid players backed access conflict and disaster affected areas.

These interventions utilized in other jurisdictions discussed in this study had not been documented to have been utilized in Kenya in response to conflicts that have disrupted livelihoods and education through displacements. This study thus sought to exploit these gaps through the set objectives.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the approach that was used in carrying out the study. It covers sections such as the type and sources of data, the target population, sampling techniques, sample population, selection procedures and the sample size. It also provides a description of data collection. The main focus of this study was to assess the factors influencing access to quality education (both primary and secondary) for Integrated IDPs and further to establish the existence or otherwise of education access interventions in such IDP integration environments.

3.2 Research Design

Research design, according to Kothari (2004), is an arrangement of procedures for collection and analysis of data in a way that aims to combine relevance to the research purpose with economy procedure therefore giving structure and strategy in which the research is conducted. It further covers the collection, measurement and analysis of data. The study employed a descriptive survey research design. Descriptive design can be categorized as observational or survey studies; this design is concerned with describing the characteristics or behavior of a particular subject. For the descriptive survey design, participants answer questions administered through interviews or questionnaires. Description of the behavior of the subject under research is done without influencing its behavior. It is important to emphasize that this method only describe a set of observations or the data collected. The data to be used and the objectives are to be clear, valid and reliable on the population of study.

3.3 Target Population

The target population for this research was persons living in the Mohu farm settlement divided into three categories.

  i. School going children (pupils, students) residing in integration within Mohu farm (whether currently enrolled in a school or otherwise) – to establish continuity of schooling (extent of access to education) in relation to the displacement situation.

ii. Parents/guardians to school going children – with the objective of establishing their challenges occasioned by displacement and disrupted education for their children and their response.

iii. Local Education administrators with intent of getting their take on access to education in emergencies: preparedness and pre and post emergencies response mechanisms.

3.4 Sampling Procedure and Sample Size

Random sampling for quantitative analysis was employed to pick respondents.

The target population is located within Mohu farm. This research was conducted by polling a random sample (5% of the target population groups comprising of school going children, their parents/guardians, and education stakeholders such as local education administrators) within the settlement or its locality (jurisdiction areas especially for the education administrators). All teachers in the schools were sampled for the study. IDP leaders also known as cluster leaders assisted in identifying the integrated IDPs – parents - to take part in the interviews. The researcher utilized key informants such as local provincial administrators, Civil Society Organization leaders, Community elders, IDP leader during the sampling and data collection exercise. Of importance to this study is that a proportionate sample of respondents was included in the study from the three categories of the target population.

Table 3.1:

Sample Size

Respondent	Target population	Sample size
Students	270	60
Pupils	250	50
Teachers (secondary School)	9	9
Teachers (Primary)	7	7
Parents (Mohu Shalom)	100	20
Local Leadership (Government and community)	-	4
Total	**636**	**150**

3.5 Research Instruments

To accomplish the data collection required for this research, the research instruments used were questionnaires. Questionnaires provide a good source for accurate information with regard to the scenario on the ground. These instruments are also relevant sources of information for identifying pertinent issues that are to be considered by the county Education ministry the national government, and more so concerned stakeholders for the development of education in emergency policies. Questionnaires were used as the method of collecting user data because they are inexpensive and have the ability to eliminate prejudice. The questionnaires were administered through research assistants carrying out the interviews with the respondents and filling in the closed and open-ended questions. This type of questionnaires was utilized to capture both qualitative and quantitative aspects of variables that needed to be measured. The questionnaire was based on the constructs of the issues to be investigated. Additionally, the face to face interviews also served as supplement to the qualitative data captured through the questionnaires.

3.6 Validity of the Research Instruments

Validity is concerned with how accurately the data obtained in the study represents the variables of the study. Data quality was keenly monitored right from data collection with the focus of ensuring completeness of questionnaires, clarity (lack of ambiguity) and legibility of questions and responses provided and the validity of those responses.

3.7 Reliability of the Research Instruments

Reliability test measures the degree to which a research instrument yields consistent results or data after repeated trials. To this end the questionnaires were pretested to establish the reliability of the instrument using Cronbach Alpha. The pre-test also helped assess whether the formulated questions will give the anticipated responses. The reliability coefficient obtained determined the soundness on the instruments and a decision to carry on with the instrument was made.

3.8 Piloting

A pilot data collection exercise was carried out in two schools (a primary and a secondary school) within the target location, although the two were not included in the main study. The data was used to pretest the questionnaires as well as simulate the whole exercise in terms of logistics, time required, flow of activities and any unforeseen eventualities. This helped to fine-tune the research instrument as well as plan well for the main data collection exercise.

3.9 Data Collection Procedures

After the proposal defence and approval for the next stage, a letter of introduction was acquired from the University of Nairobi. Next, application for the research permit from the National Commission for Science, Technology and Innovation was done. The same was granted permitting the research to be conducted in Nyandarua County. Once on the field, the office of the county commissioner was contacted for introduction and approval to continue with the research. The area chief was also contacted and requested to help in the mobilization of the participants in the community, and parents. Next the head teacher of Kirathimo Primary school and the principal of Kanjuri Secondary School were contacted and arrangements were made for the exercise. Lastly, with the help of the research assistant, the research instruments were administered. The purpose of the study was elaborately explained to the respondents giving them the assurance that the information provided would be treated confidentially and their names and personal details would not be disclosed. In particular, consent to participate in the study was sought from the pupils, parents, teachers, administrators and the Sub-county director of education.

3.10 Data Analysis Techniques

Using the Statistical Package for the Social Sciences (SPSS) descriptive data analysis was done on the data Quantitative data. The data has been summarized using descriptive statistics i.e. frequency percentages, mean, standard deviation and represented in descriptive tables. Interpretation of the results represented in the analysis tables was then provided. The qualitative data, arising from focus group discussion, notes taken from such discussion were complied and analysed through thematic analysis.

Table 3.2: Research Operationalization Table

	Objective	Variables	Indicators	Scale of measurements	Research approach	Tools of collection	Data techniques
1.	To establish how school factors, influence access to education for integrated IDPs.	**Independent variables –** - Safe spaces - school structures - Learning facilities - Learning resources eg. Trained teachers	- Change in Enrolment - Changes in school attendance - Improved educational attainment	Ordinal Nominal	Quantitative	Closed ended Questionnaires	Descriptive statistics – Percentages, Means, frequency tables
2.	To determine how domestic factors, influence access to education for integrated IDPs.	**Independent variables** Cost of schooling Distance to School from home Cultural values & beliefs	- Change in Enrolment - Changes in school attendance - Improved educational attainment	Ordinal Interval	Quantitative	Closed/open ended Questionnaires	Descriptive statistics – Percentages, Means, frequency tables Inferential statistics– Pearson Correlation
3.	To find out how the existence of access interventions or	**Independent variables**	- Improved educational	Ordinal interval	Quantitative	Closed ended Questionnaires	Descriptive statistics – Percentages,

		- Education management and administration interventions - Infrastructural interventions - Financial support /resources interventions	attainment - Change in enrolment and attendance				Means, frequency tables. Inferential Statistics – Pearson Correlation
4.	To evaluate how stakeholders' participation influence access to education for integrated IDPs	- Community participation, Community monitoring - Parental participation in school management - Humanitarian assistance – e.g. cash transfers, scholarships	- Improved educational attainment - Change in enrolment and attendance programs - Improved tolerance and stability	Nominal Ordinal	Quantitative Qualitative	Closed ended and open ended – focus group discussion Questionnaires	Descriptive statistics – Percentages, Means, frequency tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter covers presentation of results of the data analysed after data collection; data has been summarized and presented in figures and tables with accompanying explanations. The quantitative aspects of the data have been summarized using descriptive statistics i.e. frequency percentages, mean, min, max, standard deviation as well inferential techniques including correlation. Qualitative data (arising from the open ended questions, and in particular those administered to the County administration, and government representatives) has been analysed through thematic analysis.

4.2 Questionnaire Return Rate

Table 4.1

Questionnaire Return Rate

Categories of Respondents	Sample Size	Sampled	Percentage Response rate
Students	110	78	70.9%
Teachers	16	13	81.3%
Parents (Mohu Shalom)	20	13	65.0%
Local Leadership (Government and community)	4	4	100%
Total	**150**	**108**	**79.3%**

Table 4.1 shows the distribution of the sampled participants for the study. The study targeted 4 groups namely; students, teachers, parents and administrators for inclusion in the study from the study area. Table 4.1 represents the response rate in numbers and percentages. A response rate of 50% is considered satisfactory for data analysis and reportage, a response

rate of 60% is good and a response rate of 70% and over is excellent (Mugenda and Mugenda, 1999). As represented on table 4.1, the response rates for the four target groups of respondents are good for data analysis and interpretation. In fact, the average rate of 79.2% represents an excellent index for data analysis and interpretation of the results.

4.3 Demographic Information

Table 4.2

Respondents' Sex Distribution

Sex	Teachers		Parents		Students	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	10	76.9	6	46.2	50	64.1
Female	3	23.1	7	53.8	28	35.9
Total	13	100.0	13	100.0	78	100.0

Table 4.2 represents the distribution of the participants in terms of their sex. In regards to the demographics of the respondents, apart from finding out the gender distribution of the respondents, the study was interested to gather particular aspects of the respondents that were deemed significant in informing the other instrumental segments of the study as outlined in the objectives. These aspects are age, education level, teaching experience (for the teacher for instance), social-economic status (for the parents), which, the study appreciates significantly influence respondents' perceptions, opinions and attitudes. Distribution of the respondents by sex is as indicated in table 4.2; save for the parent category, the males are represented as the majority in the other categories (76.9% for teachers and 64.1% students).

Table 4.3

Distribution of Students Respondents per Class/Form

Class/Form	Frequency	Percent
Class 5	18	23.1
Class 8	18	23.1
Class 6	11	14.1
Class 7	11	14.1
Form Four	6	7.7
Form Three	5	6.4
Class Four	4	5.1
Form Two	3	3.8
Form One	2	2.6
Total	**78**	**100.0**

Table 4.3 represents the percentage distribution of the student participants drawn from both the primary and secondary school. Respondents drawn from the students group were the main focus of this study. Majority (74.4%) of respondents were drawn from primary school representing the highest population and enrolment. This trend resonates with the free primary education policy allowing increased enrolment for primary education.

Table 4.4

Extent of Family Displacement

Family Displaced	Frequency	Percent
Yes	74	94.9
No	4	5.1
Total	78	100.0

Table 4.4 represents the percentage distribution of displacement of the families included in the study. The study had its main focus on the access to quality education for the students within integrated displacement camps. Analysis results as per *Table 4.4* reveal that majority (94.9%) of the students interviewed came from families that had experienced displacement from their homes. It is within this setup of integrated internally displaced persons that the study sought to pursue its objectives. The highest percentage of displacement is clearly

visible form the results further highlighting the acuteness of the displacement on the target population.

4.4 School Factors and Access to Quality Education for Integrated IDPs

In examining the influence of school factors, the study focussed on aspects such as school structures (safe learning spaces), learning facilities, school learning resources, and trained teachers. This is done on the understanding that in areas of conflict and disaster, access challenges are further intensified by direct damage or destruction of schools, occupation of schools by armed forces or inhabitation of them by displaced persons, insecure learning environments and commuting to school with threat of attacks on teachers and students.

Table 4.5

Classroom Size, approximate number of students in a class stream

	Frequency	Percent
Below 25	1	7.7
41-60	1	7.7
61 and above	4	30.8
25-40	7	53.8
Total	**13**	**100.0**

Table 4.5 displays the number of learners that share a class room in the schools interviewed; it is observed that on average 25-40 students share a classroom, a 53.8% index, representing the highest occurrence in terms of classroom size, by teachers interviewed. On student enrolment trends over the past on year, all the respondents (teachers), 100%, revealed that enrolment indeed had changed. In particular, the enrolment had witnessed an upward trend, further highlighting the free education policy impacting the enrolment countrywide.

Table 4.6

School Enrolment

Reason for change in enrolment	Frequency	Percent
Good performance in national exams (owing to Adequate Teaching staff, Affordable school fees, feeding program)	3	23.1
Increased population owing to integration of families in the IDP camps	10	76.9
Total	**13**	**100.0**

Table 4.6 shows results for reasons enrolment has changed in the target schools. As per table 4.6, the main cause for the increased enrolment in the schools under study was increased population owing to integration of families in the IDP camps within the vicinity of the schools. Owing to the influx of additional populations into the study area, the surrounding schools witnessed increment in enrolment to accommodate the school going children among the displaced population.

Table 4.7

Number of students sharing a textbook

No. of students	Frequency	Percent
5-8 students	1	7.7
2-4 students	12	92.3
Total	**13**	**100.0**

Table 4.7 gives analysis results of the resources, textbook, and the pupils in the schools sampled. In regards to learning resources, like textbooks, majority of the teachers interviewed reported that in their classes the common occurrence was 2-4 students sharing a textbook. This ratio shows a strain in the resources, which can be explained by the increment in enrolment within the target study area.

Table 4.8

Adequacy of Learning Resources

Learning Resources	Frequency	Percent
Yes	5	38.5
No	8	61.5
Total	**13**	**100.0**

Table 4.8 shows the results on the levels of adequacy of leaning resources in the schools sampled. Asked whether the learning resources in their schools were adequate, majority (61.5%) of teachers interviewed reported that they were facing inadequacy of learning resources.

The results displayed on tables 4.7 and 4.8 point out at a possibility that the increase in enrolment witnessed following the integration of the IDP families, holding other factors constant, has put a strain on the learning resources available in the affected school. From the students' perspective on the adequacy of learning resources and other relatable issues, table 4.8 gives the percentages of responses in agreement and disagreement with particular statements.

Table 4.9

Adequacy of Learning Resources

		Frequency	Percent
Learning resources (Books, Stationery etc)	Yes	76	97.4
	No	2	2.6
	Total	78	100.0
Benefited from Scholarships	No	74	94.9
	Yes	4	5.1
	Total	78	100.0
Adequate Teachers	Yes	54	69.2
	No	24	30.8
	Total	78	100.0
challenges adjusting to school environment	No	69	88.5
	Yes	9	11.5
	Total	78	100.0
school infrastructure conducive for learning	Yes	57	73.1
	No	21	26.9
	Total	**78**	**100.0**

4.5 Domestic Factors and access to quality education for Integrated IDPs.

Table 4.9 shows results of level of influence that various domestic factors have on the access to quality education for the target population of displaced persons. The present study, while evaluating the effects of domestic factors on access to quality education, focussed on domestic elements such as family size, incomes, costs of schooling, perceptions on the benefits of education, and cultural values and beliefs, so as to draw inferences.

Table 4.10

Parents' Source of Livelihood

Employment	Frequency	Percent
Self-Employment (business, farming, etc)	9	69.2
Daily Wages (causal worker)	3	23.1
No Economic Engagement	1	7.7
Total	13	100.0

Table 4:10 displays the results of the distribution of various sources of livelihoods for the displaced families. Interviewing the parents, living in the integrated set ups, on issues relating to the socio-economic aspects of their lives, on employment for instance, majority (69.2%) of them fall under the category of 'self-employment' that is to say they run small businesses, do farming, and relatable self-initiatives to earn a livelihood. A probe on the housing conditions revealed that majority, 92.3%, lived in temporal structures, mostly tents.

Table 4.11

Housing Type

	Frequency	Percent
Semi-permanent	1	7.7
Temporary	12	92.3
Total	**13**	**100.0**

Table 4.11 shows the housing type for the displaced families. The highest percentage (92.3) of housing type is represented by the temporary category. it is clear from the results that the families have to do with temporary structures within the displacement conditions that they have been forced into.

Table 4.12

Type of Educational Support

		Frequency	Percent
Pre-school facilities	No	8	61.5
	Yes	5	38.5
	Total	13	100.0
Scholarship or Bursaries	No	11	84.6
	Yes	2	15.4
	Total	13	100.0
Counselling, Legal Assistance	No	12	92.3
	Yes	1	7.7
	Total	13	100.0
Writing and Reading Materials	No	5	38.5
	Yes	8	61.5
	Total	**13**	**100.0**

Table 4:12 shows results for the distribution of various educational support that the families displaced have benefited from. Following displacement, the study was interested to find out if the families affected and later integrated in camps, had received any educational support. As per table 4.12, except for provision with writing and reading materials, other kind types of educational support seemingly were minimal.

Table 4.13

Effectiveness of Educational Support

Educational Support	Frequency	Percent
Not Effective at all	1	7.7
Less Effective	2	15.4
Very Effective	10	76.9
Total	**13**	**100.0**

Table 4.13 shows levels of perceived effectiveness of the educational support extended to the displaced families. Further probe into the perception of the parents on the effectiveness of educational support in the facilitation of access to quality education, majority (76.9%), as represented in table 4.13, were in agreement that indeed educational support, in particular in the context of integrated setup, was an effective strategy for fostering access to quality education.

Table 4.14

Extent to which particular factors influence access to quality education - Descriptive Statistics

	Access to Livelihoods	**Adequate Standard Of Living**	**Community Socialization**	**Access to Effective Remedies and Justice**	**Housing Land Property**
Mean	2.62	2.69	3.38	3.92	1.54
Mode	2[a]	3	4	4	1
Minimum	2	2	1	2	1
Maximum	4	4	5	5	3

Note. a. Multiple modes exist. The smallest value is shown

Table 4.14 shows levels of influence on access to quality education by various factors. The study further sought to establish the extent to which some particular domestic factors, school factors and participation of stakeholders influenced access to education in an integrated setup. Respondents provided their own assessment by rating their responses on a scale of 1-5 representing "no influence at all" (perceived least degree of influence) to "very high extent" (perceived highest degree of influence). Table 4.13 presents the analysis of the same; save for access to housing land and property, which had the least rating, the other factors had a mean rating of over 2.5 almost 3, representing a high extent of influence. Similarly, looking at the

mode statistic, adequate standard of living, community socialization and access to effective remedies and justice have the highest rating, representing highest perceived degree of influence.

4.6 Interventions strategies and access to quality education for Integrated IDPs.

Table 4.15

Interventions Strategies

Strategy		Frequency	Total	Percent
	Yes	9		69.2
Life Skills, Vocational Training	No	4	13	30.8
	Yes	7		53.8
Bursaries or scholarships	No	6	13	46.2
	Yes	9		69.2
Health, Hygiene, water & sanitation Programs	No	4	13	30.8
	Yes	8		61.5
Social Mobilization	No	5	13	38.5
	Yes	8		61.5
Economic empowerment	No	5	13	38.5
	Yes	8		61.5
Safety	No	5	13	38.5
	Yes	7		53.8
Survival Support (Welfare facilities)	No	6	13	46.2
	Yes	6		46.2
Resettlement Support	No	7	13	53.8

Table 4.15 shows the distribution of education access intervention strategies. As represented in Table 4.15**,** according to majority of respondents, except for resettlement support, the other intervention strategies had been implemented in the school. The study, in evaluating education access intervention strategies, had its focus on those interventions which typically aimed to increase the access to schools by those affected by conflicts through addressing administration, structures, and capital. Evaluation of these intervention strategies was being benchmarked with existing literature relating to the prevailing interventions implemented in other crises in the past; reducing distance of travel to school, modification of prevailing school buildings, physical support to schools, two learning shift, Distance learning programmes, information and communication technologies (ICTs) in distance learning

programmes, Cash transfers (conditional cash transfers, unconditional cash transfers, in kind (material) support .

Table 4.16

Responsiveness of Intervention Strategies

	Frequency	Percent
Less Responsive	1	7.7
Somewhat Responsive	5	38.5
Very Responsive	7	53.8
Total	**13**	**100.0**

Table 4.16 shows the level of perceived responsiveness of the education access intervention strategies. Asked how responsive the intervention strategies were to the needs of the integrated families in regards to access to education, majority (53.8%) of respondents reported the strategies were very responsive. Further probe on the effectiveness of the intervention strategies, majority (53.8%) of the respondents gauged the strategies as somewhat effective.

4.7 Stakeholders' participation and access to quality education for Integrated IDPs.

Table 4.17

Effectiveness of Intervention Strategies

	Frequency	Percent
Less Effective	5	38.5
Somewhat Effective	7	53.8
Very Effective	1	7.7
Total	13	100.0

Table 4.17 gives the analysis results of the on the perceived effectiveness of the stakeholders' participation as an intervention strategy for access to education. On stakeholder's participation, the study sought to evaluate aspects such as Community monitoring, Community participation, increasing parental participation in school management and involvement in programs that foster sense of responsibility.

Table 4.18

Empowerment through community participation

Community participation		Frequency	Percent
Exposure on Sanitation – cleanliness, hygiene	Yes	71	91.0
	No	7	9.0
	Total	78	100.0
Trainings on water Usage, diseases etc	Yes	66	84.6
	No	12	15.4
	Total	78	100.0
societal Ethics and life	Yes	66	84.6
	No	12	15.4
	Total	78	100.0
Safety; well-being, protection, living	Yes	73	93.6
	No	5	6.4
	Total	78	100.0
Awareness on environment Protection	Yes	69	88.5
	No	9	11.5
	Total	78	100.0
Life Skills and vocational training	Yes	62	79.5
	No	16	20.5
	Total	78	100.0
Counselling	Yes	66	84.6
	No	12	15.4
	Total	**78**	**100.0**

Table 4.18 shows areas through which stakeholders, in this case the school community around the schools interviewed have participated in the school to facilitate access to education. From the students' perspective; it is notable that the participation has been commendable across all seven areas evaluated. From the teacher's perspective, participation of the community in the school as an educational input geared at facilitation of access to quality education in the IDP integrated setups; it is observed in table 4.19 below that the feeling is that indeed community participation does highly influence access.

Table 4.19

Level of Effectiveness of Community Participation

	Frequency	Percent
Very High Extent	5	38.5
Low Extent	3	23.1
Fair Extent	3	23.1
High Extent	2	15.4
Total	13	100.0

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter of the study presents a summary of the findings of the study as well as providing conclusions to the four main issues of the study, and recommendations drawn from the findings. The scope of the study was the Integrated IDPs (students, teachers and parents) in the schools within Mohu farm, a host to integrated IDPs, in Nyandarua County, Kenya. The study was conducted as a survey; data was collected through the use of questionnaires and interview schedules.

5.2 Summary of Findings

The study in evaluating factors influencing access to quality education, and especially in the context of access to education for internally displaced persons who have been integrated in the surrounding communities, revealed that, access to education in the prevailing circumstances had continued. Indeed, school factors, domestic factors, intervention strategies and stakeholder participation played a vital role in facilitation of access to education in varying degrees as discussed in the findings to the end that inclusivity in access was 'visible'.

The conflict severity had been mild; the school structures had not been sorely affected by the displacement crises, that way, learning had not been challenged to incapacitation. On the challenges to access and quality, it was revealed that the constrained learning resources (inadequacy of learning resources, and teaching-capacity) owing to increased enrolment in the schools within the vicinity of the IDP integration setup had a significant impact on access to quality education for the target population.

The aspect of quality education was however, in most of the contexts of the study not readily verifiable; for instance, the intervention strategies were considered very responsive to the educational needs of the children but the crucial elements of quality such as fostering of relevance to children's needs, appropriateness to their developmental level, participation to

engage both child and parents in the learning process, flexibility to cope with changing conditions were not easily relatable to the respondents. In fact, majority of the respondents considered the interventions somewhat effective - effectiveness hereby construed to represent the qualitative aspect of the education been accessed.

Additionally, on the intervention strategies, it was established that, indeed the interventions (in regard to administration, infrastructure, and resources support), had influence on or were responsive especially to the needs of the target groups in regards to access to education, respondents reported the strategies were very responsive. Further probe on the effectiveness of the intervention strategies, there was a considerable level of agreeableness on the effectiveness of the strategies.

5.3 Discussion of Findings

In this section, the findings are discussed in depth as per the set objectives

5.3.1 School factors and their influence access to quality education for Integrated IDPs

On school factors and their influence access to quality education for Integrated IDPs, a number of aspects were evaluated; classroom size, adequacy of learning and reading resources, adequacy of teachers and their capacity in terms of training and skilfulness exposure. It was established that enrolment had increased significantly over the past one year which was largely attributed to the increased population owing to integration of families in the IDP camps within the vicinity of the two schools that participated, to this end that at least 24-40 students were sharing a classroom. In regards to learning resources, like textbooks, majority (92.3%) of the teachers interviewed reported that in their classes the common occurrence was 2-4 students sharing a textbook, and in their professional assessment the learning resources in their schools were inadequate hence they were strained learning resources. This study infers that a plausible explanation on this finding is that the increase in enrolment witnessed following the integration of the IDP families, holding other factors constant, had put a strain on the learning resources available in the affected school, and that the high demand for learning resources had not been fully matched commensurately.

From the students' perspective, on learning resources, a good proportion (76%) reported that they had benefited from free learning resources, considered the number of teachers in their schools adequate, and deemed the school infrastructure conducive for learning. The aspects that were evaluated on school factors included school structures (safe spaces), learning facilities, school learning resources, trained teachers. This was done on the understanding that in areas of conflict and disaster, access challenges are further intensified by direct damage or destruction of schools, occupation of schools by armed forces or inhabitation of them by displaced persons, insecure learning environments and commuting to school with threat of attacks on teachers and students. It is revealed form the analysis that, and in particular on student enrolment trends over the past on year, all the respondents (teachers),100%, revealed that enrolment indeed had changed, there had been increment in learners in the schools included in the study. While the main cause for the increased enrolment in the schools under study was deemed to be increased population owing to integration of families in the IDP camps within the vicinity of the schools, the second perceived cause of increment in enrolment was Good performance in national exams - owing to adequate teaching staff, affordable school fees, and a feeding program. As had been hypothesised by the study, enrolment figures or attendance rates may be indicators to show impact on the intended outcome, improved educational access, while infrastructure and resources may also contribute to improved learning outcomes, measured by test scores.

These findings inform that the school factors as discussed, have not been challenged to the point of incapacitation, now that the findings point out that majority of the integrated students considered the school environment conducive for learning and had no challenges adjusting to the school upon admission. This said however, while the access seemingly had not been significantly affected, most educators, teachers, deemed the learning resources constrained, this is to be interpreted to imply that quality of education is at the danger of compromise in such set ups. This finding well resonates with Laura-Ashley's (2010) findings that even in the absence of sound research indicating that infrastructure and facilities directly impacts children's learning, the findings demonstrate the need for basic capacity to accommodate children, even if other supplies come secondary. In regard to school factors thus, poor and or inadequate infrastructure affects class size, the ability to create a peaceful

and safe classroom climate and provision of effective service delivery to children, and more so the ones with special needs or learning difficulties.

5.3.2 Domestic factors and their influence access to quality education for Integrated IDPs

A second important factor that the study sought to evaluate was how domestic factors influence access to quality education for the integrated IDPs. The focus was on domestic elements such as family size, incomes, costs of schooling, perceptions on the benefits of education, and cultural values and beliefs, so as to drawn inferences. Interviewing the parents living in the integrated set ups on issues relating to the socio-economic aspects of their lives, on employment for instance, majority (69.2%) of them, it was established, eke out a livelihood through 'self-employment.' That is to say most of the parents run small scale businesses do subsistence farming and such like self-initiatives. A probe on the housing conditions revealed that majority, 92.3%, lived in temporal structures, mostly tents. It was in the interest of the study to find out if these factors hindered or otherwise affected access to education for the students. For instance, analysis established that teachers had challenges of students' absenteeism; and on probing on the underlying reasons, it was established that indeed absenteeism was a common occurrence and it was mainly occasioned by financial constraints; students would miss school to help parents in. A similar scenario is reflected in study findings on access to education and continued school attendance for displaced girls in Nyandarua South Sub-county by Murugi (2015); she reported that the displaced students were not participating fully in secondary education due to absenteeism caused mainly by financial difficulties. Absenteeism, whatever the cause, interferes with participation of learners in school noting that displacement can lead to interrupted schooling and results to large numbers of average students struggling to access and persist in school. The study further sought to find out if, following displacement; the families affected and later integrated in camps and in surrounding communities, had received any educational support. Save for provisions such as writing and reading materials, other kind types of educational support including pre-school facilities, scholarship or bursaries, counselling, seemingly were minimal. Evaluating the perceived extent to which particular domestic factors and educational support had influence on access to quality education for the integrated IDPs, save

for access to lost housing, land and property, which had the least rating, the other factors, access to livelihoods, adequate standard of living, had a mean rating of over 2.5 almost 3, representing a high extent of influence. Similarly, looking at the mode statistic, adequate standard of living, community socialization and access to effective remedies and justice for the displaced persons got the highest rating, representing highest perceived degree of influence

5.3.3 Educational support and interventions and their influence access to quality education for Integrated IDPs

The study, in evaluating access interventions strategies, focused on those interventions which typically aim to increase the accessibility of schooling by crisis-affected populations through focusing on administration, infrastructure, and resources. Evaluation of these intervention strategies was being benchmarked with existing literature relating to the prevailing interventions implemented in other crises in the past. These were; reducing distance of travel to school, Retrofitting existing school structures, material support to schools, Double-shifts, Distance learning programmes: information and communication technologies (ICTs) in distance learning programmes, Cash transfers (conditional cash transfers, unconditional cash transfers), in kind (material) support - school feedings and take-home rations, medicines, education kits and uniforms. Most of these interventions are crises driven as well as population specific. The present study established that indeed some interventions had been rolled out; save for resettlement support, other interventions included life skills, vocational training, bursaries or scholarships, health, hygiene, water & sanitation programs, social mobilization, economic empowerment, safety, survival support (welfare facilities), had been extended to the integrated IDPs in varying proportions and frequency.

Additionally, it was in the interest of the study to establish if these interventions had influence on or were responsive specially to needs of the target groups in regards to access to education, and as per the findings, majority (53.8%) of respondents reported the strategies were very responsive. Further probe on the effectiveness of the intervention strategies, majority (53.8%) of the respondents gauged the strategies as somewhat effective. The Baring Foundation in their baseline report of 2011; *the right to information for internally displaced*

persons in Kenya, found out that access to education was one among many of the challenges that IDPs with school going children had to contend with. IDPs sampled observed that affording school uniforms and other basic costs was a challenge. The most affected were secondary school age children since the parents could not afford fees. These IDPs complained that bursaries were not availed to them as politicians in charge of the fund considered them outsiders in the constituency (Baring Foundation, 2011). For those who completed secondary school, rampant unemployment confined them at home unable to advance to tertiary institutions. It is commendable that the IDPS were receiving some form of support which they considered responsive to some extent although not satisfactory so as to access education. Save the Children (2008) described education interventions that ensure quality as such which foster relevance to children's needs, appropriateness to their developmental level, participation to engage both child and parents in the learning process, flexibility to cope with changing conditions, inclusivity to ensure access for all and protection so that children are not exposed to abuse, violence or conflict. To this end, the study has established, evaluating the levels of agreeableness on effectiveness and responsiveness of the interventions, that to a satisfactory degree, the support extended to the integrated IDPs has significantly facilitated access to education and make an attempt to foster the quality aspect of education.

5.3.4 Participation of Stakeholders and its influence access to quality education for Integrated IDPs.

On stakeholder's participation and its influence on access to quality education, the study sought to evaluate involvement of stakeholders including parents, community, local government, development partners. These were aspects such as community participation, parental participation in school management, and involvement in programs that foster sense of responsibility, and empowerment towards access to quality education. Data analysis revealed that stakeholders' participation in the schools had indeed being active and the areas that registered significant participation were; exposure on sanitation (cleanliness, hygiene, water usage, diseases etc.), societal Ethics and life, Safety (wellbeing, protection, living), Awareness on environment protection, Life Skills and vocational training, and Counselling. From the students' perspective; it is notable that the participation has been commendable across the seven areas evaluated. Moreover, from the teacher's perspective, participation of

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the community in the school as an educational input geared at facilitation of access to quality education IDP integrated setups; indeed, community does highly influence access. It is notable that the community has made inputs into facilitation of access to education; as observed by Beyani, (2013), in some cases displacement lasts only a few weeks or months and IDPs are able to cope with their own resources or the support of family and friends until they can return to their homes. However, all too often, displacement lasts longer than anticipated, resources run out and the capacity of host families is stretched. In the Nyandarua case, almost ten years down the line, the affected IDP families are yet to fully resettle, the current situation, as establish by the present study, was integration of these families into the host communities. In as much as government, after the post-election violence, made efforts to assist the IDPs across the country, by provision of shelter, food, non-food items and access to early childhood education among others, as reported by Kiara, (2015), access and retention of IDPs in post primary education has remained a challenge. Challenges to this end have been numerous; any parents were unable to meet their financial obligations to educate their children in secondary schools. Even when education is free at primary school, there were still incidental costs that arose including school uniform, books, development levy and levy for teachers hired by Parents-Teachers Associations (PTA) to supplement those posted by the government. In some places, children from poor and needy IDP families were unable to get access to school bursaries since the bodies responsible for allocating bursaries did not consider them residents of the districts (Kiara, 2015 in Kenya National Commission on Human Rights & UNHCR, 2011). It is indeed thus commendable when stakeholders are seen to make efforts to close such gaps through involvement in the issues that concern their schools, and in particular access to education with the context of displacement and integration.

5.4 Conclusions

The present study in its evaluation of how school factors influence access to quality education, and especially in the context of access to education for internally displaced persons who have been integrated in the surrounding communities, revealed that, access to education in the prevailing circumstances had continued. Indeed, school factors, domestic

factors, intervention strategies and stakeholder participation played a vital role in facilitation of access to education in varying degrees as discussed in the findings to the end that inclusivity in access was 'visible'.

Moreover, on school factors the conflict severity had been mild; the school structures had not been sorely affected by the displacement crises, that way, learning had not been challenged to incapacitation. The practical challenges to access and quality, as discussed in the earlier sections, had been the constrained learning resources (inadequacy of learning resources, and teaching-capacity) owing to increased enrolment in the schools within the vicinity of the IDP integration setup.

On intervention strategies, the aspect of quality education was however, in most of the contexts of the study not readily verifiable; for instance, the intervention strategies were considered very responsive to the educational needs of the children but the crucial elements of quality such as fostering of relevance to children's needs and appropriateness to their developmental level,

In regards to stakeholder participation to engaging of both child and parents in the learning process, flexibility to cope with changing conditions were not easily relatable to the respondents. In fact, majority of the respondents considered the interventions somewhat effective: effectiveness hereby construed to represent the qualitative aspect of the education been accessed.

5.4 Recommendations

The study established that most of the educational related responses were majorly and solely focussed on continuity of access to education. The study makes the following recommendations

1. It is paramount to develop, within the mainstream school curriculum; programs intended to support education in the context of such disruptions. These programmes should focus typically to intervene with additional administration, infrastructure, and resources, or to provide revised educational content and practices that develop tolerance, or activities that promote psychosocial wellbeing.

2. There is need, on the side of the government as the responsible education provision agency, for capacity building around and towards conflict and post conflict crises learning and instruction.

3. While community participation, as part of the stakeholders of the schools, was present and had influence on access to education, as revealed by findings, the findings also illuminated that stakeholders-participation was to a great extent almost voluntary and uncoordinated. Active involvement in planning, decision making and execution of needed interventions was peripheral. This study recommends deliberate involvement of all stakeholders in the operational priorities for access to education in such situations; these stakeholders are undoubtedly the closest relational proximity to children's needs are better placed to voice out needful, relevant educational interventions towards access, quality and wellbeing of the target beneficiaries.

4. On the domestic factors influencing access to quality education, in conflict-affected communities, parents and children may know very well the importance of education, but children may simply be unable to attend because of danger and/or destruction. To this end, awareness-raising interventions in disaster settings i.e. before, during, or after crisis are recommended. Public awareness campaigns should be designed to educate parents and community members about ways to continue to support education before, during and after a crisis strikes. These interventions may serve as a form of advanced planning for disaster-prone regions. Strategies may include planning for contingency infrastructure if current infrastructure is damaged or otherwise unavailable. For example, the selection of alternative education sites in case schools were inaccessible (Akram et al., 2012).

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APPENDICES

Appendix A: QUESTIONNAIRES

<u>Pupils/Students Questionnaire</u>
To be responded to by displaced pupils/ students

A. Demographic Information

Please indicate your: -

1. **Sex:**   Male   ( )   Female( )

2. **Age:**   _____

3. **Class:**   _____

B. Access to Education in Public Schools

1. Is this your first school?   Yes ( )   No ( )
2. Has your family experienced displacement Yes ( )   No ( )
3. During the admission to the school, were you asked for any admission fees, school uniform, books?   Yes ( )   No ( )
4. Since joining this school have you benefited from

       (a) Exposure to computer literacy   Yes ( )   No ( )

       (b) Free learning resources eg. books   Yes ( )   No ( )

       (c) Sponsorships and scholarships   Yes ( )   No ( )

       (d) Adequacy of teachers   Yes ( )   No ( )

C. Protective environment of schools effects on IDP access to education

5. Since admission did have you had any difficulties in adjusting to this school?
   Yes ( )   No ( )   If yes, what was it……………………………
6. Do you consider this school environment physically safe and conducive for your studies   Yes ( )   No ( )
7. Are there any forms of discrimination? Yes ( )   No ( )
   If yes, which ones? ....

8. Do you feel secure in your school? Yes ( )   No ( )

   If no, clarify...

   ……………………………………………………………………………..

9. Are IDP children treated equally with resident children? Yes ( ) No ( )

10. Is there a feeding programme in your school? Yes ( ) No ( )

   If yes do you pay for the food? Yes ( )   No ( )

11. Are the toilets facilities enough and in good conditions (safe to use, offer privacy)?

   Yes ( )   No ( )

D. Community Participation Empowerment

12. Have you received training/exposure on the following issues in this school?

	Yes	No
Sanitation - cleanliness, hygiene		
Water usage, diseases etc		
Societal ethics and life		
Safety: well-being, protection, living		
Awareness on environment protection		
Life skills and vocational training		
Counselling		

13. How satisfied are you with the quality and level of access to education?

   (a) Not at all satisfied   ( )

   (b) Not satisfied   ( )

   (c) Slightly satisfied   ( )

   (d) Satisfied   ( )

14. Any recommendations on what can improve access to education in the integrated set up?

…………………………………………………………………………………….

…………………………………………………………………………………….

Teacher Questionnaire
A: Demographic information

i) Please indicate your Sex   Male ( )   Female ( )

ii) Please indicate your Age   20-25 ( )   26-30 ( )   31-35 ( )   36-40 ( )

     Over 40 ( )

iii) Teaching experience in years 0-5 ( )   6-10 ( ) 10-15 ( )   15-20 ( )   Over 20 ( ).

iv) Highest professional qualification attained: B.Sc ( ) M.Sc ( ) B.Ed ( ) M.Ed ( ) Dip. Ed ( ) other ( ) Please specify_____

V) Employer   TSC ( )   PTA ( )   Voluntary ( )

B. Factors Influencing Access to primary education within an Integrated Setup

1. How many learners are in your class?

   Below 25 ( )   25-40 ( )   41-60 ( )   61 and above ( )

2. Has enrolled into this school changed over the past 2 years Yes ( ) No ( )

   If yes, what do you think has facilitated the same

   _____

   _____

   _____

3. How many learners share a text book/desk?

   2- 4 ( ) 5-8 ( ) 8 and above

60

4. Would you say learning resources in this schools are adequate Yes ( ) No ( )

5. Other than teaching, what other responsibilities do you have in the school?

   _____

6. How many internally displaced learners are there in your class? _____

   Is their attendance of school regular? Yes ( ) No ( ).

7. Generally, do you have a problem in the class/school attendance/absenteeism?
   Yes ( ) No ( )
   If yes what are the reasons -

   _____

8. Does the school management provide additional education programmes over and above the normal curriculum subjects?
   Yes ( )   No ( )

9. If yes, do they include: -
   (a) Conflict sensitization
   (b) Peace education and conflict resolution
   (c) Health advice programs
   (d) Counselling, awareness training
   (e) Other _____

C. Access Intervention

10. Which of the following education access interventions have been instituted within the school in relation to the internal displacement issues?

	Intervention	Yes	No
1	Life skills and vocational training		
2	Provision bursaries/ scholarships		
3	Heath/hygiene improvement programs		

4	Societal ethics and life		
5	Awareness on environment protection		
6	Social mobilization - community participation		
7	Religion based empowerment		
8	Economic enhancement: awareness, training, seminars, advice, guidance		
9	Water usage, diseases		
10	Sanitation: cleanliness, hygiene		
11	Safety: wellbeing, protection, living		
12	Provision of welfare facilities-survival support		
13	Resettlement support: materials, houses, advise, money		

11. In your opinion do your think intervention strategies have been effective in facilitating enrolment and educational attainment?

    (a) Less effective   ( )

    (b) Somewhat effective ( )

    (c) Very effective   ( )

12. How responsive do you think the school education programs (contents, teaching hours during the day, language, special thematic subjects) are to the risks prevalent in the integrated camp setup?

    (a) Less responsive   ( )

    (b) Somewhat responsive   ( )

    (c) Very responsive   ( )

13. To what degree do you think the below educational inputs influence access to quality education in an integrated set up?

Support	Very high extent	High extent	Fair extent	Low extent	No influence
Availability of Pre-school, primary, post primary education school facilities					
Exposure to writing, reading, computer literacy life and vocational skills					
Educational Support - Free Educational materials eg books					
Financial aids & facilitation - Sponsorships and scholarships					
Adequacy of teachers, classrooms, water hygiene facilities					
Teacher competency (additional trainings and exposures)					
Security and safety					
Community participation					

14. How do you rate the level of enrolment and educational attainment in this school since integration of IDPs -

_____

15. What do you think are the key challenges in educational provision/access in an integrated camp setting?

_____

_____

_____

_____

Local Community/Government Leadership Questionnaire

1. Which year was this camp setup? -------------------------
2. Who facilitated the setup? --------------------------
3. What is the population in the camp? ------------------
4. What was the official purpose of the camp?

   ----

5. Please state the specific role and responsibility of the area government leadership?

   ----

6. What are the common services/support the camps provided to IDPs? Please name them specifically.

   ----

7. Any specific education support facilitated to IDPS? If yes specify

   ----

----

8. Who provided this services/support?

   ----

9. Do you think these services were useful to IDPs? Yes----------------No-------------

   If the answer is yes, what is your opinion about the usefulness of these services to
   IDPs during integration process?

   ----

10. According to your opinion, how do you rank the following services in order of
    importance for IDPs when they resettled?

    (a) Education-------------------------

    (b) Health-----------------------------

    (c) Job----------------------------------

    (d) Housing----------------------------

    (e) Water-------------------------------

    (f) Sanitation--------------------------

    (g) Safety------------------------------

11. How did the host community get involved with IDPs and the integration?

    ----

12. Has there been social mobilization towards education access (enrolment and attainment) such as savings habits, small groups formation, loan and credit societies, women's societies, sports clubs, etc in the camps? Yes ( ) No ( )

13. How effective have the following institutions been in providing support to IDPs? Give your priority!

    (a) Government institutions ------------------------

    (b) NGOs -----------------------

    (c) National level NGOs -------------------------

    (d) Host community -----------------------

    (e) Religious institutions ------------------------

    (f) Other agencies -----------------------

14. What support was given to them prior to resettlement?

    (a) Housing   Yes-------------------No------------------

    (b) Finance   Yes-------------------No------------------

    (c) Materials   Yes-------------------No------------------

    (d) Livelihood   Yes-------------------No------------------

    (e) Other (specify)   Yes-------------------No------------------

15. What is your opinion about the effectiveness of the integration process on the school level of performance?

Parents Questionnaire

Instructions to respondent

- ✓ **To be respondent by parents/guardians with school going children**
- ✓ **Tick applicable option, otherwise provide response in writing below the provided options**

Demographic

1. Please indicate your Gender

    (a) Male

    (b) Female

2. Please indicate your Age

    (a) < 20

    (b) 21- 30

    (c) 31- 40

    (d) 41- 50

    (e) Above 50

3. Number of family members in household at the time of displacement   _____

4. Number of family members in household at the time of resettlement/integration _____

5. Year of displacement _____, Year of Integration/Resettlement _____

6. Your highest Level of Education attained

1. Post graduate	2. Graduate	3. Diploma
4. Secondary School Level	5. Primary	6. No schooling

7. Your Employment status?

    (a) Paid employment

    (b) Self-employed (business, farmer)

    (c) Daily Wages (casual worker)

    (d) No economic engagement (Specify reason)

    _____

8. How many Persons in your family are engaged in employment_____

9. What type of House do you live in?

(a) Permanent house

(b) Semi - permanent house

(c) Temporary house

(d) Other (specify) _____

Education related support received within the integrated camp:

1. What kind of **educational support** has your family have received since displacement? Please select from the following:

Support	Received	Not Received
Pre-School facilities		
Scholarships/Bursaries		
Schools Computers		
Counselling , Legal Assistance		
Books, writing & reading materials		
Other:		

2. Have you received Restitution or compensation for lost properties? Yes ( ) No ( )

3. If yes who provided the above support?

(a) Government

(a) NGOs

(b) Others (Specify) _____

4. In your opinion how effective were the educational support towards enrolment and educational attainment

(a) Not effective at all

(a) Less effective

(b) Neutral

(c) Somewhat effective

(d) Very effective

5. Does your family currently have an access to the following?

Support	Yes	No
Essential food and potable water		
Basic shelter and housing		
Essential medical services		
Healthcare; Sanitation		
At least primary school education		

6. To what extent do you think the following issues influence access to education in an integrated setup?

Support	Very high extent	High extent	Fair extent	Low extent	No influence
Safety and security					
Adequate standard of living,					
Access to livelihoods,					
Restoration of housing, land and property					
Access to documentation					
Family reunification					
Participation in public affairs (Community socialization)					
Access to effective remedies and justice					

Appendix B: Introduction Letter

UNIVERSITY OF NAIROBI
ODeL CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

REF: UON/CEES/DES/2/15

Main Campus
P.O. Box 30197
N A I R O B I

8th May, 2017

TO WHOM IT MAY CONCERN

RE: MUTUA JOSEPHINE MUENI – REG. NO L51/78666/2015

This is to confirm that the above named is a student at the University of Nairobi **ODeL Campus**, School of Open and Distance Learning, Department of Open and Distance Learning. She is pursuing Masters of Arts in Peace Education.

She is proceeding for research entitled **"Factors Influencing Access to Quality Education for Integrated Internally Displaced Persons, A Case of Nyandarua County - Kenya;"**

Any assistance given to her will be highly appreciated.

<u>Dr. Dorothy N. Kyalo</u>
Dean,
School of Open and Distance Learning
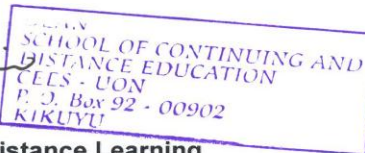
Appendix C: Table 3.2: Research Permit

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/73651/18111**   Date: **3rd July, 2017**

Josephine Mueni Mutua
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing access to quality education for integrated internally displaced persons: A case of Nyandarua County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for the period ending **3rd July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

THIS IS TO CERTIFY THAT:
MS. JOSEPHINE MUENI MUTUA
of UNIVERSITY OF NAIROBI, 0-90137
kibwezi,has been permitted to conduct
research in Nyandarua County

Permit No : NACOSTI/P/17/73651/18111
Date Of Issue : 3rd July,2017
Fee Recieved :Ksh 1000

on the topic: FACTORS INFLUENCING
ACCESS TO QUALITY EDUCATION FOR
INTEGRATED INTERNALLY DISPLACED
PERSONS: A CASE OF NYANDARUA
COUNTY KENYA

for the period ending:
3rd July,2018

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

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Appendix D: Originality Report

FACTORS INFLUENCING ACCESS TO QUALITY EDUCATION FOR INTEGRATED INTERNALLY DISPLACED PERSONS: A CASE OF MOHU FARM CAMP IN NYANDARUA COUNTY KENYA

ORIGINALITY REPORT

15%	15%	2%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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