



UNIVERSITY OF NAIROBI

DEPARTMENT OF DIPLOMACY AND INTERNATIONAL STUDIES

**IMPACT OF REFUGEE STATUS ON FEMALE EDUCATION: THE CASE OF
SOMALI WOMEN REFUGEES IN KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT OF THE DEGREE OF MASTER OF ARTS IN INTERNATIONAL
STUDIES.**

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DECLARATION

This Research thesis is my original work and has not been presented for examination or award of a degree in this University or any other institution of higher learning.

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DEDICATION

To my companion Eric and my daughters Katelyn and Kayla who made this work success by supporting me through the field work that I had to carry out, may this work be a living proof that hard work, patience, unselfishness, sacrifice and prayers always pay.

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The Lord bless you.

LIST OF ABBREVIATIONS

UNHCR	- United Nations High Commission for Refugees
UNESCO	- United Nations Educational, Scientific and Cultural Organization
MDG	- Millennium Development Goals
IGAD	- Intergovernmental Authority on Development
SDG	- Sustainable development goals
UNICEF	- United Nations children education Fund
WFP	- World Food Program
UN	- United Nations
NGOS	- Non Governmental Organizations
IDPS	- Internally displaced people
CRC	- Convention on the Rights of a child
EU	- European Union
IIE	- Institute of International Education
IOM	- International Organization for Migration
EFA	- Education for all
TSC	- Teachers Service Commission
EAC	- Educate a child

OOSC	- Out of School children
AE	- Accelerated Education
RSD	- Refugee status determination
DRA	- Department of Refugee Affairs
RAS	- Refugee Affairs Secretariat
EFA	- Education for all
TSC	- Teachers Service Commission
EAC	- Educate a child
OOSC	- Out of School children
AE	- Accelerated Education
IDPs	- Internally displaced people
CRC	- Convention on the Rights of a child
EU	- European Union
ILE	- Institute of International Education
IOM	- International Organization for migration

ABSTRACT

This study aims to explore and analyze the impact of refugee status on female refugee education. It focuses on Somali refugee women in Kenya. Education is a stepping-stone to many opportunities. Because of the dangerous nature of the refugee population, women are at greater risk than men. The purpose of this study is to examine the challenges that prevent Somali women refugees from accessing education. The study explores three perspectives, focusing on how women's refugee education is affected by the refugee situation, the challenges facing Somali women as refugees, and current policies. It will help improve women's refugee education in Kenya. The study uses primary and secondary data sources. Basic data compiling questionnaires, interviews, samples and observations, secondary data sources including previous research thesis, journals, refugee sector shareholder reports, websites, print media and online libraries. The results of this study indicate that refugee women face many challenges, including a shortage of textbooks. This challenge contributes to the various challenges they face, including the lack of assistance from UNHCR and the Government of Kenya. This is one of the reasons for the lack of access to education for refugee women. The study recommends that Kenyan participants come together and participate in efforts to address the challenges facing female refugees. They are at risk and find themselves in a situation where the UNHCR and the Kenyan government are seeking concerted efforts to address them.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Refugee status renders a blow to some already vulnerable Female refugees. Somali women are faced with numerous challenges arising from cultural, social and the environment they find themselves in. Early marriages, Female genital mutilation, preference of boy child to girl child on various treatments in families and poverty which causes most families to use girls as sources of income are just a few of challenges that a Somali woman faces. Therefore, it becomes worse when they are refugees where they become more exposed to these and many more challenges. Finding themselves in Kenya also shows that they are exposed to various challenges one of them being inability to access education¹. This study aims at assessing the impact refugee status has on female education: the case of Somali women refugees in Kenya and sharing this with various stakeholders in the refugee sector so that they can be analyzed, evaluated and implemented accordingly.

A person who has fled his homeland because of insecurity caused by wars or terrorism and has moved to a safer country far away from home is a refugee. The majority of refugees are women and children as they are the most affected. They fled to safety and left many men fighting or others often marched on their homes guarding their territories in the hope that war could cease and families may go back home together, which in Somalia and the war had turned into a long-running diversity. They end up afraid to return home because as they may be killed or disabled because of social, political, or religious beliefs².

¹Huot, Danielle. "Migration and integration in Nairobi, Kenya: Refugee rights, social capital, and livelihoods in an urban environment." Master's thesis, University of Waterloo, 2014.

²United Nations High Commission for Refugees (UNHCR)

Educations in this study will be looking at the ability of an individual accessing formal education where they are equipped with knowledge and skills to read, write and make informed judgmental decisions on various aspects of their lives. This means that they will be equipped with relevant skill set at the end of their study to become competitive, improve their wellbeing by developing personally, living a good life and changing their society for the better.

United Nations through its Sustainable Developments Goals, focusing on the fourth goal emphasized that individuals' opportunities for learning that are lifelong are achieved only by promoting and implementing addition or equitability admission to education of quality to all. This therefore calls upon various stakeholders and partners in the refugee sector to join efforts, work together steadily to ensure that they achieve this goal in the refugee community. It's therefore a call for all³ to mobilize resources, fast tract policies and frameworks that will ensure this is achieved and it should be prioritized.⁴

Refugee education according to figures provided by the UNHCR shows that only a very small percentage of refugees at only 3% were able to study and obtain higher education. This is a very small number considering people's number and the resources amount of resources that various partners and stakeholders have brought to the board to achieve the well-being of refugees. Efforts should be made by the UNHCR, along with other stakeholders to promote the creation of a conducive environment and to promote the success of an all-inclusive higher education system to ensure that 15% among the young men and women refugees have the right for admission to advanced studies by 2030.

³McGreal, Rory. "Special report on the role of open educational resources in supporting the sustainable development goal 4: Quality education challenges and opportunities." *The International Review of Research in Open and Distributed Learning* 18, no. 7 (2017).

⁴ Sustainable Development Goals (SDGs)

Access of women to education remains a challenge even in the current world of technology. Getting an education for a girl child has been a discussion between the various sectors and the main focus is on the barriers to accessing this important service.

When conflicts arise, women and children are often the most affected. At this time, women and children seek refuge with the responsibility of caring for and nurturing a family placed above women. This is because the men are still fighting. Sometimes they are killed in battle or while fleeing for safety they are expelled from their families and vice versa. For example, the war in Syria, Yemen, Palestine, Libya, Yemen and Somalia has resulted in women and children losing contact with their spouses, father, mother and so on.

As refugees in foreign countries, it has not been easy for these women, children and men. The refugee situation greatly affects them because the tag does not move. With it, many opportunities are lost.

1.2 Statement of the Research problem

As held in the Convention on the Rights of the Child of 1989 and also in the Refugee Convention of 1951, education is a human right that is basic.. Education strengthens community resilience and opens opportunities to every human being and is one of the highest priority for refugees' communities especially women. Most women refugees have not been able to access education because of cultural practices for example female genital mutilation, early marriage and preference of boys to girls when families educate their children, poverty, language barrier and lack of knowledge about education supplies. Those women refugees who have accessed quality education have changed their lives and their society. Upholding the right to education promotes normalcy and can give hope for the future

A more than three decades conflicts in some of the horn of Africa countries has destructed everything including learning institutions. Families have been displaced forcing majority of women and girls to seek refuge in neighboring countries. Lack of access to educational resources to women blocks how goals in education for all can be met to achieve lasting outcomes and reconstruction of home and host countries. The incorporation of refugees to the system of national education is quite important for the refugees and the host communities. Being a refugee hits hard on women who are already vulnerable, and greatly contributes to them being hindered from achieving their dreams. This study seeks to assess impact that refugee status has on female refugees and how it has played a role in no access for education to Somali women refugees. The literature reviewed focused on general access to education by refugees but a gap existed because none specifically addressed the challenges faced by Somali women refugees that hinders them from accessing education. The study addresses itself to the effects, the challenges and the supporting policies.

1.3 Research Questions

1.3.1 Critically assess how refugee status has affected Refugees education in the Horn of Africa?

1.3.2 What are the women specific challenges that female Somali refugees encounter in accessing education in Kenya?

1.3.3 What has been the role & impact of existing legal, policy & Institutional frameworks in advancing access to education for female Somali refugees in Kenya.

General objective

To assess the impact of refugee status on female education: case of Somali women refugees in Kenya.

1.4 Objectives of the study

1.4.1 Assess how refugee status has affected Refugees education in the Horn of Africa?

1.4.2 Analyze women specific challenges that female Somali refugees encounter in accessing education in Kenya?

1.4.3 Examine the role & impact of existing legal, policy & Institutional frameworks in advancing access to education for female Somali refugees in Kenya.

1.5 Literature review

The literature review looked at the impact of refugee status on women's education. It looks at the challenges facing European refugees, especially in France. France as a country is considered one of the leading asylum seekers in Europe. The legal requirements of the country allow for the settlement of immigrants. Statistics show that the country had more than 337,143 refugees in 2017 and 2018 and more than 20710 asylum seekers have been granted legal residency. Along with this benefit the purpose of the study was to study educational opportunities of French refugees.

The literature review looks at the challenges that European refugees face, especially in France. Reduced review in Africa focused on Southern Africa. This is because South Africa has seen a large influx of refugees from Zimbabwe, Namibia, and Mozambique to South Africa in search of

greener pastures. Through access to education, they have been able to acquire skills that have enabled them to find employment in the formal and informal fields. This has led to attacks on immigrants who feel that job opportunities are being squandered by immigrants. In Kenya, a book review will be held in Eastleigh. The study chose Eastleigh as the focus area because it is the most densely populated area of Somali society and is where most of the urban Somali female refugees have fled.

As a framework, international refugee camps promote predictable and equitable sharing of responsibilities. As it burns, it aims to build a strong and positive response to massive refugee movements and in situations that take a long time. It ensures that following planning, policies and laws on national education, and by supporting participating relevant stakeholders, States and countries to provide expertise and resources to enhance inclusion and value of systems of education nationally to aid the access to refugees and the community at large, all children, youth including adolescents attending tertiary, secondary and primary education.

Compact is also aware of the magnitude of procedures to make strong the issue of girls and women, to endorse empowerment of women economically and to sustain their educational reach from primary to tertiary stages.

1.6.1 Refugee access to education in France

Asylum seekers are entitled to study as long as they are between the ages of six and nine years in accordance with the non-temporary education code as stipulated in the law. They are treated like all children in the country and are entitled to this right. Local town halls are responsible for enrolling these children while children enrolled in higher education are often admitted directly to schools. The most important thing to consider is that the school should be close to the children's home.

Children who are usually able to speak French fluently the assessment process is conducted by the Centers d'information et d'orientation, CIO). The main function of this institution is to guide students in education. Children who are usually unable to speak any French language or at a communicative level usually do not pass through the center but usually pass through an educational institution to be taught to newcomers and travelers (CASNAV).

The results of the test will permit teachers into integrating the child to special programs, such as instruction in French has been translated into speakers who are non-native (français langue étrangère, FLE) or classes for start-up. Children education for those seeking asylum is normally offered in mainstream schools though could be made available directly at centers of reception (big shelters for emergency as an example).

Hurdles to education that is effective vary. In addition to the language level issue, a limited number of specialized training or start-up classes for language exist while inadequate resources are provided in the programs. It is a major setback for centers of reception located in areas that are rural that lack such classrooms.

In addition, certain schools need an address prior to enrolment of children which may be a problem to those seeking shelter but lack their own address. Additionally, accessing education by 16- to 18-year-olds is extremely complex as since schools which are public do not have any responsibility to admit this group. They could be eligible to receive courses in French given by charities though this situation could be different in the various municipalities.

Accessing job training is also a challenge as this would require a permit for work that normally is not given to those seeking asylum. Generally, no training is expected to adults. Language courses in French are offered at other reception centers based on presence of volunteers. Older people and

the elderly normally set aside work or training, while awaiting a decision regarding the application for asylum. This means time wastage especially for young people.

Also, shelter for special need children face similar challenges as generally for children having special needs. Obtaining access to professional and specialized staff (*auxiliaires de vie scolaire*) who have been assigned to support these children while attending ordinary schools is extremely restricted. An example is when in March 10, 2014, the Council of Ministers of the Council of Europe made an adoption of a resolution addressing difficulty in children with autistic children in France.

1.6.2 Refugees access to education in Southern Africa

In the heart of Johannesburg's Berea area, where the majority of the population is asylum seekers and refugees, which is not unusual to observe children playing soccer on the streets and spend their time in one or more local parks during the week. Judith Manjoro, a Zimbabwean teacher had a meeting two years ago with a select group of community workers to inquire from children on the reasons for not attending school. Children said the schools were asking them to give permits and IDs that they lacked. Their parents worked but were not able to afford payment of school fees even for public schools.

Manjoro, along with a few teachers who were unemployed in Zimbabwe and elsewhere, decided in early 2011 to embark on a career that would sustain them and their children to an affordable legal system. The story spread quickly and today the Temba Study Center offers accommodation to roughly 140 children inside five crowded classrooms located within the first floor in a building for offices in Berea. During the morning, the center is made available to primary school students

while the afternoons are for pupils in primary school. It has teachers who volunteer numbering seven and teaching grades 1-8 with the textbooks provided.

Dudzile Zulu, 15, from Zimbabwe, admitted it was a good school but they did not have the resources to study at it. Dudzile, who first came to the center approximately one year ago after the job by his mother as a waiter could not pay for tuition at a local private school. In order to upgrade to Grade 9 he would have to move to a different school but said he did not have a birth certificate and his mother could not find free time to visit [Home Affairs], "he told IRIN.

A report by the UN Refugee Agency (UNHCR) in November 2011 on refugee education highlighted the few chances for refugee children to obtain an education, especially at higher stages and for urban dwellers.

Although educational levels present in refugee camps is varied, difficulty in getting educated in urban areas is often significant. To add to the policy and legal constraints to the generally prohibited costs of taking children to local schools. As noted in a report by UNHCR that: "Children of refugees in many cases have little assistance than in a camp-based school for adapting to a curriculum which is new, getting to learn a new language, psychological and social help, coping with being discriminated and bullying. Peers and teachers may also face absent familiarity with authorities of local schools regarding procedures for admittance of children refugees and noting early learning.

A study that lasted a year and published by the Center for Education Rights and Transformation at the University of Johannesburg on rights of asylum seekers, refugees and immigrants to study discovered that schools in South Africa normally required registration papers.

Often students do not have, according to schools, the relevant papers, according to Ivor Baatjes, one of the research researchers, adding that principals and public school staff are often unaware of the real South African policy that gives every child access to education. the right to education. He advised that even for immigrant children who do not have textbooks, children have the right to go to school and nothing should be a hindrance.

The fact that parents pay for public schools selected as free schools creates a barrier, especially for refugees who are often unaware of the law or their rights. The study also found that those adopted children sometimes had to deal with the discriminatory conditions of both teachers and other students.

They treat people equally here as noted Antonia Tshili, a 16-year-old Zimbabwean, who dropped out of public school last year after her mother's income was too high, and began studying Temba. In one school there is the idea that Zimbabweans should return to their country. Antonia also confirmed that they were harassing her.⁵ ITemba charges those parents who can afford to pay R200 (US \$ 26) a month to pay for building rent and teachers' fees, but according to Manjoro, many are unable to pay. The student pointed out that her caregiver does not pay anything to attend school. A 16-year-old Zimbabwean girl, whose mother sent her to South Africa with her sister to get a better education, wished she could goto a good school, but she was not confident she could succeed.

⁵Steinberg, Jonny. "A mixed reception: Mozambican and Congolese refugees in South Africa." *Institute for Security Studies Monographs* 2005, no. 117 (2005): 45.

1.6.3 Refugees access to education in Kenya

According to Nation Africa, November 21, 2018 thanks to the fact that in countries with the highest number of refugees, Kenya's education system is among the top eight most involved, revealing a new UNESCO study. So improving access to education for refugee children has the potential to raise their bar beyond that.⁶

The country, which holds about half a million refugees and asylum seekers, is among the seven member states of the Intergovernmental Authority on Development (IGAD) committed in 2017 to achieve inclusive education by 2020. Countries like Kenya with a high refugee population but with limited resources are at the forefront of eliminating the practice of exclusion. This was reported by ManosAntoninis, director of the global education report. By signing the law, Kenya has successfully committed itself, among other things. This responds to the different learning needs of returning refugees and boys and girls and ensures that they have equal and inclusive access to education.⁷

Teachers' staff also do not have gender equality, about one in eight (13 percent) per woman, mainly due to safety considerations and biased cultural practices. TSC Chief Executive Officer Nancy Macharia said the Al-Shabaab threat and widespread insecurity in the arid and desert areas of Mandera, Wajir, Lamu and Garissa had hampered teacher recruitment.

To increase the number of teachers in arid areas, Parliament's education committee has called on the government to periodically review the hardship allowance with a view to improving the remuneration of teachers assigned to these areas. Despite the fact that Kenya has a dedicated

⁶nation.africa/kenya/newsplex/kenya-s-education-system-is-among-the-most-inclusive-of-refugees-study-shows-111172

⁷Pavanello, Sara, Samir Elhawary, and Sara Pantuliano. *Hidden and exposed: Urban refugees in Nairobi, Kenya*. London: Overseas Development Institute, 2010.

National Council for Tourism Education, education still needs a lot of flexibility in their way of life. Data from the Department of Education indicates that nearly a million children are out of school in the arid and desert areas.

The UNESCO education report recommends the protection of the right to education of immigrants and migrants, as well as the inclusion of immigrants and migrants in the national education system.

" Understanding and planning the educational needs of immigrants and migrants, and representing the history of migration and education migration accurately to challenge apartheid in preparation for teachers in tackling refugee differences. ⁸

1.6.4 Refugees access to education

1.6.4.1 Observation by the United Nations High Commission for Refugees (UNHCR)

The United Nations High Commission for Refugees (UNHCR) acknowledges that children among refugees totaling 3.7 million are not in school. Benefits of enrollment in education outlined in the report by UNHCR on education among refugees as a tiny percentage signify chances that change the lives of huge figure of refugees and youth.

Enrollment of refugees in schools at primary level increased between 61 to 63 per cent, while higher schools at secondary level rose from 23 to 24 per cent. This refugee number receiving education of higher levels has increased starting at 1 up to 3%. Among the refugee quantity of 19.9 million, 7.4 million fall under the age of schooling. Access for these to education is restricted whereby 4 million do not attend. The New York Declaration for Refugees and Migrants identifies education to be a key factor in response of refugees around the world. In addition, SDG 4 strives to provide “inclusive education and quality for all and to promote lifelong learning”.⁹

⁸ UNESCO

⁹Dryden-Peterson, Sarah. The educational experiences of refugee children in countries of first asylum. British Columbia Teachers' Federation, 2015.

UNHCR is working with international organizations and governments to guarantee education that is of quality to protect children that are refugees and youth. Participants can be of assistance for them know how to reconstruct their own lives.¹⁰

UNHCR recognizes that among the fundamental human rights is education which is positioned in the two conventions on children rights of 1989 and that of refugees of 1951. Education protects refugee children and youth from forced conscription, child labor, sexual exploitation, and child marriage. Education also strengthens the resilience of the community.¹¹

Education empowers refugees with the knowledge and skills to live productive, fulfilling and independent lives. Education enlightens refugees, enabling them to learn about themselves and the world around them, while striving to rebuild their lives and communities.

The UNHCR says it encourages refugees of all ages to receive a quality education by including them in education programs that are national. It aims to ascertain entry to schools, or programs that preparatory to make them ready for school in less than three months after migration. Numeracy and literacy skills obtained in secondary and also in primary education are what form a base for learning that lasts a lifetime. This enables the youth and even younger refugees to continue to gain knowledge and ability to go through life and succeed.¹²

Education that is of quality assists in developing analytical skills, problem-solving and critical thinking that apply to everyday living. It is also able to promote cohesion in society, offer information that is life-saving and deal with social psychological requirements.

¹⁰Alpaydin, Yusuf. "An Analysis of Educational Policies for School-Aged Syrian Refugees in Turkey." *Journal of Education and Training Studies* 5, no. 9 (2017): 36-44.

¹¹Crisp, Jeff, Christopher Talbot, and Daiana B. Cipollone. *Learning for a future: refugee education in developing countries*. United Nations Publications, Sales & Marketing Section, Room C-113, Palais des Nations, 1211 Geneva 10, Switzerland, 2001.

¹²Zeus, Barbara. "Exploring barriers to higher education in protracted refugee situations: The case of Burmese refugees in Thailand." *Journal of Refugee Studies* 24, no. 2 (2011): 256-276.

UNHCR is dedicated to increasing access to non-tertiary education for all groups among the youth and children. To tackle hurdles to education, the organization has toiled for improving entry to and retaining children in schools using vouchers and grants, equipping skills of teachers, increase spaces that are safe for learning and strengthen relationships with important partners in education.¹³

UNHCR also notes that the multi-year Educate A Child (EAC) program has aided UNHCR enroll children out of school (OOSC) for primary level, and has supported their stay after they have joined. Primary level provides an important chance for the young to finish formal education. But, as the wants by young people with forced evictions that are varied in differing circumstances, this is among the few educational alternatives that are to be readily provided.¹⁴

UNHCR aims to support an array of educational programs, created while closely consulting with young refugees. Among these are Accelerated Education (AE) programs to develop acquisition of education that has quality for the young who were not able to obtain a significant amount of learning; the educational level improved by digital kind of technology; appropriate vocational and technical training; lessons in literacy at the basic level and skills or life.¹⁵

The UNHCR also noted that just 3 percent among refugees had access to tertiary education. UNHCR and collaborating organizations strive to ensure that 15 percent in women refugees and young men are eligible for higher education benefits by 2030 — a target of 15 by 30. UNHCR Education Strategy, Refugee Education 2030: This targets to promote conditions, partnerships and strategies which results to every one of refugees, asylum seekers, returnees and youth and children

¹³Dryden-Peterson, Sarah, E. Adelman, S. Alvarado, K. Anderson, M. Bellino, R. Brooks, and E. Suzuki. "Inclusion of refugees in national education systems." *UNESDOC Digital Library* (2018).

¹⁴Platzer, Michael. "Refugee access to tertiary education." In *Refugees and migrants in law and policy*, pp. 191-205. Springer, Cham, 2018.

¹⁵Chimni, Bhupinder S. "Global compact on refugees: one step forward, two steps back." *International Journal of Refugee Law* 30, no. 4 (2018): 630-634.

without state belonging and the corresponding communities - together with migrants - to gain from equitable and inclusive education of quality, plus higher education.

The Global Compact on Refugees guarantees that “adhering to national education plans, laws and policies, and with assistance of participating States, countries and related stakeholders will provide technologies and resources to increase and improve the inclusion and quality of nationwide education systems facilitating access to refugees and civilian children and youth in all education stages.

Compact also identifies the significance of "measures to strengthen the agency of women and girls, to promote women's economic empowerment and to support women's and girls' access to education (including primary and tertiary education)."

Attendance of higher education levels is the initial procedure to close the gap linking learning and leadership which is at the heart of the Global Compact's goal of improving refugee independence. UNHCR and a robust network of committed collaborators formulate guidelines that are strategic for supporting advancement to the 15 by 30 goal.

This roadmap identifies the requirement for strong monitoring and reporting for refugee enrollment in higher levels of education. This guide lays emphasis on the important function played in supporting students to ensure that they go through high school and progress to succeed in higher level in education. The roadmap sheds light on varied higher education options accessible to the refugee population and provides plans for developing, maximizing and coordinating overall prospects. UNHCR is prepared in working with partners, stakeholders and refugees to make sure that accessibility to education of higher levels and all rewards of higher education turn to reality to many young refugees both men and women.

1.6.4.2. Access to education as observed by United Nations Education, Scientific and Cultural Organization (UNESCO)

United Nations Education, Scientific and Cultural Organization (UNESCO) ¹⁶ recognizes that certain challenges and problems with regard to access to education, especially in the host countries, include the following: Out-of-school refugee children and youth is a major problem. Among the refugees, only 50% of children attend primary school and only 25% attend high school. With regard to the Middle East and North Africa region, over the past decade, countries have invested heavily in increasing school attendance.

However, progress has recently stopped. Millions of children have lost their lives and their schools have been ruined by conflict. The result is a reversal of past successes and high school drop-out rates, as in the case of Syria, for example, when enrollment of primary school students was reached in 2000 though the magnitude of children out of school increased with intensification of the civil war. A meager 60 percent among the children were registered at the two levels of basic education as at June 2016 which left out of school 2.1 million adolescents and children.

On top of this, a magnitude of families was evicted from their homes or has fled to neighboring lands. For example, Lebanon registered approximately 1.2 million Syrian refugees in May 2015.²⁷ In some cases, youths and their families do not truly see the benefits of higher education. In addition, delays in enrollment, below par rates of participation, and low levels at high education levels cause few children to pass successfully in elementary school exams, thus making a lot of unqualified to proceed in high school. Therefore, school refugee management, quality and cost of education, overcrowded schools, transport and distance, non-continuity, curriculum and language, racism and bullying can be seen as important barriers to need.

¹⁶ Unesdoc.unesco.org/ark:/482231pdf0000251076

Educational opportunities at all levels, including higher and higher levels, should be increased and available to all refugee children.³² In addition to access to higher education, refugee children and youth are at risk of child exploitation, exploitation and misconduct, such as drug abuse and petty theft. Crime, accompanied by a period of inactivity and despair.³³ Girls' education can protect them from early marriage and / or pregnancy and sexual risks.³⁴ Similarly, admittance into higher educational echelons result to the resolution and resilience of economic, social and post-conflict development, and empowering communities of refugees and equality in gender.³⁵ In addition, giving access to refugees in higher studies also offers a big motive to students for continuing and completion of studies at all levels.

Refugees' gaining higher qualifications is a challenge too due to disrupted education, learning spaces, language, confusing application procedures and other factors.³⁷ In addition to accessing higher education, refugees are sentenced to indifference.

Higher education is an important step in acquiring job skills by “regenerating deep and intelligent thinking and producing and disseminating knowledge for social, cultural, environmental and economic development”. Primary and higher education therefore requires more attention in the case of returning refugees. These levels of education can increase tolerance, lead to lower enrollment of stronger organizations and lower chances of civil strife, and therefore play a greater role in building a more peaceful and stable society.

1.6.6 Summary of the literature review

After reviewing existing literature related to the issue of impact that Refugee status has on female refugee's access to education, it's evident that it's a challenge to access education as a refugee regardless of the country one finds themselves in. The literature focuses on general access to education by refugees but none specifically addresses the challenges faced by Somali women refugees that hinders them from accessing education. This therefore leaves a gap whereby there is

no literature on the impact that refugee status has on female education and in reference to Somali women refugees in Kenya. This study will therefore assess the impact that Refugee status has on female refugees and focus on Somali women refugees in Kenya.

1.6 Study Justification

Women remain disadvantaged during war. It's even made worse when they have to seek refuge in another country. The already vulnerable group is hit hard by various challenges that completely diminish their wish to access education. Education is a key to breaking the chain of dependency on humanitarian assistance and hold an informed point of when analyzing situations. Refugees have rights and education is one of them.

Female Somali refugees are entitled to access education in Kenya. This research highlight the impact that refugee status has on Somali Women Refugees access to education. This research is vital as it highlights two key areas:

1.7.1 Academic Justification

It will enable stakeholders to identify areas of concern in the education sector especially on female refugees and ensure they formulate policies that are inclusive.

1.7.2 Policy justification

The research will be an eye opener to various stakeholders in the sector of refugees. The UNHCR and the Government with the support of various partners will come together and identify gaps in current policies. As a way forward they will fast tract implementation of inclusive policies in educations for refugees.

1.7 Theoretical framework

This research will use theories to investigate what motivates the Somali women refugees in spite of the numerous demanding situations that they face. The 2 theories are the Resilience theory and the Feminist concept.

1.8.1 Resilience Theory

This concept was propounded with the aid of Normans Garmezy, a developmental Psychologist and Clinician on the university of Minnesota. The principle argues that it's now not the character of adversity that is most vital, however how we cope with it. whilst we are facing adversity, misfortune, or frustration, resilience allows us get better. It enables us continue to exist, get better, and even thrive in the face and wake of misfortune. It emphasizes on imaginative and prescient for oneself.

Within the midst of conflict, women are the maximum affected together with kids. This has been the scenario confronted with the aid of Somali women refugees. As younger kids; girls are faced with numerous demanding situations which have been magnified with multiplied warfare in Somalia. through personal vision and conviction, they have got type safe haven in Kenya. the journey has not been easy however the idea of being secure away from struggle with a desire of a higher the following day, a secure environment and experience of security is the imaginative and prescient and bigger picture that motivates them.

1.8.2 Feminist Theory

This principle emphasizes on equality, difference, desire, care, time and experience. The concept believes in social, financial & political equality of all sexes. It makes a specialty of strength of both male and female and addresses the roles girls have in society and the continuing battles girls

are facing. this school of notion enables awareness on rights of ladies along with monetary, sexual, reproductive health, property and vote casting rights.

After falling into conflict approximately three decades in the past, Somali refugees have by no means known peace. Somali women were pressured by means of the tough environment to search for those needs. They are willing to undergo all demanding situations alongside the manner to get a better life in Kenya. Get right of entry to education might be a gate pass to obtain this dream.

1.8 Hypotheses

1.9.1 Refugee status has great effect on refugees' education.

1.9.2 Challenges have caused Somali women refugees to be more vulnerable and can't access education in Kenya.

1.9.3 The available legal, policy and Institutional frameworks need to be reviewed so that they can support Somali Female Refugees access to Education.

1.10 Research Design and methodology

1.10.1 Research design

The design of the study is a process of selecting topics, research backgrounds, and recording series strategies to answer research questions. They also suggest that the purpose of a formal research framework is to provide results that can be considered reliable.

The study uses both basic and secondary mathematical assets to ensure that research is able to collect as much data as possible.

Leading mathematical resources will include open-ended questionnaires, discussions with leaders and opinion builders, observations, samples e.g. snowball and targeted samples in an effort to be used as well because this is a collection that can be easily found for reference. The study will also

go to the Somali Ambassador to Kenya and interview the Ambassador to find out more about the Kenyan refugee records and their dignity.

Lessons will also use secondary statistics to get in-depth information on current work. this could be online journals, reviews, school websites e.g. Jstor, published and unpublished reports, apart from the text through alumni at the University of Nairobi Library and reports and recommendations of a UN, UNHCR meeting, Ministries officials and NGOs working on refugee studies.

1.10.2 Research site

The study will be conducted in the Eastleigh area of Nairobi. this is an agreement with many citizens of Somalia. Many refugees came to settle here because of close family members who had met with Somalis in Kenya through family ties, business ties, families and friendships. Courses can even use secondary data to be able to compile previous thesis, online journals, reviews from UN agencies linked to refugee issues and websites.

1.10.3 Target Population

Population is a complete set of things (usually people) that we wish to talk about and do the norm. To increase the target population, the number of people the researcher wishes to make the results of takealookat. The study will focus mainly on Somali refugee women affected by the project. may be the purpose of the researcher for this reason the selection of the most populous Eastleigh study area

These lessons will also guide ideological leaders e.g. non-national leaders, Nyumba Kumi leaders, officials from UNHCR in Kenya, an immigration official from the Ministry of Home Affairs and IOM officials in Nairobi.

1.10.4 Sample Size and Sample Procedure

When the sample size is large it is considered to be good enough and a good representative. Snowball sampling was used to determine the desired pattern size for subjects. this is because the number of target people becomes a group that is not easy to choose because we lack the proper UNHCR documents and the national authorities. As a result, close and well-meaning friends who lived with them assisted the researcher in reaching the target population.

1.10.5 Research instruments

The data collection gadgets for this study have been a list of questions and discussions. The questionnaire is about to be completed by Somali women refugees. while the talks included direct questions directed to the UNHCR, the Kenyan authorities and the Somali Ambassador to Nairobi officials.

1.10. 5.1 Questionnaire

A questionnaire is a form that contains a set of questions, mainly targeted at a large number in terms of subject matter, and is a way of collecting research statistics. is used to obtain statistical records or opinions about people. Questionnaire as a written or published list of questions to be answered by demographics, especially as part of a study. with a list of questions donors express themselves freely.

This was a key tool for a series of key statistics whose open-ended questions were both closed and open. The questions were developed primarily based on the objective of the test so that the statistics collected provided complete comments from the respondents. A questionnaire was provided to many refugees in Eastleigh as well as many ideological leaders in the refugee camp.

1.10.5.2 Personal Interviews

The UNHCR as an important source of information was provided with important questions to which it was answered. This was also done by an official of the Ministry of Education and the Somali Ambassador to Nairobi. Exam schedules are provided to high school principals. Conversations allow for more information about personal feelings, opinions and opinions. They allow large special records to be questioned next on the motive for selection as a research tool. These centers have helped the researcher collect statistics on Somali women refugees in Eastleigh.

1.10.6 Validity of the instruments

The study used the suitability of the content asset to determine whether the items represented the content of the test designed to measure. This study used the appropriateness of standard content assets where the information collected using the selected tool constitutes the selected location for the features or content of the selected idea. in order to ensure that all material used in the questionnaire has not changed and is valid, the sections have been thoroughly reviewed and reviewed with the assistance of the researcher's supervisors for the purpose of verifying their authenticity

1.10.7 Data Collection Procedures

The researcher sought approval from the National Council for Technology and Innovation (NACOSTI) before starting the study. Respondents were assured that it would be kept strictly confidential in dealing with their identification. The investigator himself provided the defendant with a tool which he then compiled a list of questions at a time when they were crowded.

1.10.8 Ethical consideration

The study sought to establish every personal and general truth in the records of Somali Women refugees in Kenya, particularly in Eastleigh. These statistics are relevant and therefore the researcher assured the respondents that records should be kept confidential. The tools were self-regulating and no longer required to show personal statistics that could check a player's ID to ensure privacy.

1.11 Chapter outline

Chapter 1: Introduction

This chapter gives a roadmap on how the research will be carried out.

Chapter 2: Effects of Refugee status on Female Refugees Education

This chapter gives an assessment of the effect of refugee status on the education of refugees in the Horn of Africa.

Chapter 3: Challenges that female Somali Refugees encounter in accessing Education in Kenya.

The chapter identifies various women specific challenges facing Somali women refugees.

Chapter 4: Role & Impact of existing legal, policy and Institutional frameworks in advancing access to education for Somali Female Refugees.

This chapter examines the role & impact of existing legal, policy and Institutional frameworks in advancing access to education for female Somali refugees in Kenya.

Chapter 5: Data presentation and Analysis

This chapter presents and analyzes data collected from the field.

Chapter 6: Conclusions and recommendations

This chapter give the summary of the Research, findings, Conclusions and recommendations.

CHAPTER TWO

EFFECTS REFUGEE STATUS HAS ON FEMALE EDUCATION IN THE HORN OF AFRICA

2.0 Introduction

This chapter analyzes the effects of refugee status on refugee education in the Horn of Africa. It provides a brief discussion of conflicts in some of the Horn of the African countries, discussing the challenges refugees face as they struggle to access education in the Horn of Africa.

2.1 Conflicts in other African countries

The Horn of Africa is located in the East, much of Africa. It covers the following countries namely Ethiopia, Somalia, Djibouti, Eritrea and Kenya. The Horn of Africa is one of the most complex and controversial regions in the world. Each Horn country - Somalia, Ethiopia, Eritrea, Djibouti, and Sudan - is plagued by long-running political conflicts, caused by regional and national grievances, territorial disputes, and regional conflicts.

The horn, spanning 150 years has once again become a hotbed of conflict that is strategic - the need for the British Empire around Red Sea, the attempt by Egypt in controlling waters of the Nile, and Cold War where all major Horn states changed sides. on important occasions, and more recently the US Administration's "World War on Terrorism".

The rise of the Union of Islamic Courts in Somalia, the attack on Ethiopian President Abdullah Yousif, and the US bombing of suspected al Qa'ida members have also highlighted unrest in the province. The uprising in Somalia comes after a successful regional reconstruction operation in Somaliland (Somalia's northwest), a war between Ethiopia and Eritrea that has not been resolved, domestic political tensions between the two countries, and a series of underground wars in Sudan.

Women in the Horn of Africa come from an area where they have faced many challenges such as sexism, social and cultural practices such as early marriage, female genital mutilation, surname schemes and special treatment of boys.

Transport costs and educational needs, poor parental education among pastoralists and rural communities, poor English skills and the vulnerability of girls to verbal and physical abuse on the way to and from school and lack of good role models at school are some of the challenges women face. girls facing Africa.

Conflict fosters social inequalities that lead to insecurity and fear. Loss of lives and changes in the social activities of men and women, boys and girls have different experiences, face different risks and end up with different ways of dealing with them.

During the conflict, educational needs change and different educational barriers for boys and girls emerge and become more visible. At the moment, women are at greater risk and the result for them is as follows:

2.1.1 Death or dismissal of teachers and students.

During the conflict, children and teachers were killed and many fled for their safety. As a result, they end up as helpers or refugees. This eventually disrupts their education.¹⁷

2.1.2 Injuries and injuries to schools and education infrastructure.

During the conflict, schools and other educational infrastructure are damaged. This is because those who fight use these facilities as a place of refuge and are often used as escape routes. As a result, keeping them is difficult, which can lead to injury.

¹⁷<https://items.ssrc.org/category/crisis-in-the-horn-of-africa-2007>

2.1.3 Schools are often transparent in times of conflict.

Schools are destroyed and often attacked for the purpose of recruiting children as soldiers. It is easy for heroes to get children in school and use their selfish advantages as they are trained and forced to take part in war.

2.1.4 Conflict threatens the safety of children on their way to and from class.

Girls may be kept in school by their parents for fear of being harassed by female students.

2.1.5 Conflict exacerbates existing discrimination.

Conflict leads to death, injury, disability and psychological damage to men, women and children. The consequences of violence may be enough to force vulnerable families to move within important boundaries. This may not be possible to overcome if the home cannot change staff or money, and it may continue for generations if the impact of children's education and health is significant.

2.2.1 Non-military.

Recruitment of child soldiers leads to lower education among boys and girls who join (or are forced to join) soldiers and rebel groups. These results have a profound effect on their future career prospects.

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¹⁸Justino, Patricia. "Violent conflict and human capital accumulation." *IDS Working Papers* 2011, no. 379 (2011): 1-17.

2.2.2 Decisions regarding the allocation of household chores

Conflict greatly affects income, spending and the well-being of families in violent areas. Death and vandalism mean that children are needed to compensate for lost income elsewhere. Children who need to work cannot go to school.¹⁹ Even if they combine work with school, low levels of healthy eating and fatigue will reduce the educational outcomes of these children. Conditional transfers may serve as part of a post-conflict economic intervention, although few are used in conflict-affected countries.²⁰

2.2.3 Changes in education

The conflict affects the benefits that families can receive from their children's education. Evidence suggests that boys may be better off. Low returns for girls' education may not pay off as boys later in life and are at risk of being attacked during a conflict may explain why young girls are enrolled in schools during and after the conflict. Further evidence related to specific factors promoting the reintegration of education will form the basis for the development of incentives to promote further education for girls in homes affected by violent conflict.²¹

2.2.4 Fear

Fear is important in domestic decisions about sending children to school as children are at risk of abuse, kidnapping and sexual abuse. This policy applies to areas where learning may mean

¹⁹Justino, Patricia. "Supply and demand restrictions to education in conflict-affected countries: New research and future agendas." *International Journal of Educational Development* 47 (2016): 76-85.

²⁰Justino, Patricia. "Nutrition, governance and violence: A framework for the analysis of resilience and vulnerability to food insecurity in contexts of violent conflict." (2012).

²¹Magill, Clare. *Education and fragility in Bosnia and Herzegovina*. Paris: International Institute for Educational Planning, 2010.

frequent long walks across military borders, and special attention should be paid to the protection of children from security changes in conflict-affected countries.

2.2.5 Directing schools, teachers, students and staff

Reports from NGOs and local policy organizations indicate that attacks on schools and their members are increasingly being used as tactics against militias and rebel groups alike. Exact numbers and evidence of who is being attacked and why it happens from time to time. This should be taken seriously as school principals, students and staff will contribute to the availability of educational opportunities during and after the conflict. The CARE study suggests that community mobilization can be a viable solution, citing Nepal as an example where the community has sent a strong message that schools are ‘public and not public’, and are successful in implementing the admissions process. schools as places of peace and security. Further policy recommendations and strategic evaluations used are urgently needed. .²²

2.2.6 Migration

Exiled children are at greater risk of being denied access to education because of poor camp conditions, lack of textbooks, discrimination, and reduced costs. Therefore, prioritizing the education of exiled children should be part of the urgent and fundamental intervention of development planning in post-conflict countries to ensure the development, safety and well-being of many children who will grow up deprived of education and long-term. -ithemu. their opportunities and their families in the future.

2.2.7 Availability and effectiveness

International analysis finds that the conflict delays registration and presence in times of conflict, which may reduce the value of human assets over time. Evidence-based research strongly

²²Sandberg, Kirsten. "The Convention on the Rights of the Child and the Vulnerability of Children." *Nordic Journal of International Law* 84, no. 2 (2015): 221-247.

corroborates these findings, with evidence from Bosnia limiting educational achievement for people affected by conflict. In a descriptive study of Cambodia, de Walque (2006) found low levels of education among the group that grew during the genocide and said that this decline was due to the destruction of the school system (no high schools opened under the Khmer Rouge).

2.2.8 Learning Outcomes

The quality of education is affected by the decline in education capacity, from poor classrooms to the loss of qualified teachers. Lack of resources can be dangerous at the highest level, as during the second World War and the Afghan conflict where telephone and textbooks were replaced textbooks by survivors.²³

Traumatic experiences of children can affect mental development and well-being, as Barenbaum, Ruchkin, and Schwab-Stone (2004) show in a review of the literature on the psychological effects of child conflict, with significant learning outcomes. In contrast to malnutrition, which has long-term consequences, some studies point to the severity of many adolescents exposed to abuse, as Blattman and Annan (2010) portray child soldiers in Uganda, although authors suggest that successful rehabilitation may depend on a stronger society. support, which existed in Uganda.²⁴

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²³Shields, Robin, and Julia Paulson. "Development in reverse? A longitudinal analysis of armed conflict, fragility and school enrolment." *Comparative education* 51, no. 2 (2015): 212-230.

²⁴MAJEED, DHAAR MEHAK, and SAEED OWAIS MUSHTAQ. "THE IMPACT OF POLITICAL INSTABILITY AND CONFLICT ON HUMAN CAPITAL ACCUMULATION: MICRO AND MACRO PERSPECTIVE." *Journal of Academic Research in Economics* 11, no. 2 (2019).

World War II and the Afghan conflict, when telephone and textbooks replaced textbooks (which were in short supply during the conflict) in classrooms with survivors.²⁵

The traumatic experiences of children in war zones can affect mental development and well-being, as Barenbaum, Ruchkin, and Schwab-Stone (2004) show in a review of the literature on the psychological effects of child conflict, with significant learning outcomes. In contrast to malnutrition, which has long-term consequences, some studies point to the severity of many adolescents exposed to abuse, as Blattman and Annan (2010) portray child soldiers in Uganda, although authors suggest that successful rehabilitation may depend on a stronger society. support, which existed in Uganda.²⁶

2.2.9 Impacts on all levels of education

In a few studies comparing the effect of refugee status on different levels of education, the evidence points to deeper or more lasting outcomes in post-primary education. In an international study cited above, Lai and Thyne found that enrollment was far more difficult compared with high school and high school. ²⁷In a post-conflict education study in 41 countries using event learning methodology, Chen, Loayza, and Reynal-Querol (2008) observed stronger tolerance for lower enrollment of students than high school, suggesting that it is because young people are attending high school. they may be soldiers.²⁸

²⁵Omoeva, Carina, Rachel Hatch, and Wael Moussa. "The effects of armed conflict on educational attainment and inequality." *Education Policy and Data Center Working Paper* (2016).

²⁶Dicum, Julia. "Learning, war, and emergencies: a study of the learner's perspective." *Comparative Education Review* 52, no. 4 (2008): 619-638.

²⁷Betancourt, Theresa S. "The impact of war on child development and mental health: a longitudinal study of risk and resilience among former child soldiers in Sierra Leone." *Patel, Deepali M, editors* (2012): 88-97.

²⁸Wangechi, Ngundo Lucy, Michael Njenga Njoroge, and Emmanuel Manyasa. "EFFECTS OF ARMED ETHNIC CONFLICT ON EDUCATION OF CHILDREN: A CASE OF NAKURU COUNTY, KENYA."

Examining Bosnia, Swee (2009) finds that second-grade achievement suffers much more than reaching lower school years, perhaps because older students are more likely to be recruited or recruited by rebel organizations.²⁹

All of these factors often increase the chances of HIV transmission to conflict zones while the deterioration of school systems hinders protection from these risks. In addition, the uncertainty of living in a war-torn area may encourage aggressive behavior among youths.³⁰

Ngundo Lucy Wangeci in her journal acknowledges that armed conflict has a devastating effect on education in war-torn countries and neighboring regions. According to Otunnu, an estimated 90% of the world's violent deaths since 1990 have been civilians and 80% of these have been women and children. The European Union Guidelines on Children and Armed Conflict (discovered in 2003) confirms that, over the past decade, armed conflict is estimated to have killed more than two million children, crippled 6 million, 1 million orphans, and created millions. 20. children do not run away from the world which is the main cause of their suffering.he says.

In recent years, there has been widespread recognition that programs designed to help war-affected children need to start from scratch to incorporate the psychological consequences of war (Otunnu, 2006). The events that have taken place in many parts of Kenya have provided evidence that the country has not yet been able to provide child protection in the form of arms embargoes.

According to Smith & Vaux, conflicting children have special needs and in a situation of fear and instability, it is difficult to build a confident environment that allows for learning. They may have

²⁹Ellis, B. Heidi, Helen Z. MacDonald, Alisa K. Lincoln, and Howard J. Cabral. "Mental health of Somali adolescent refugees: the role of trauma, stress, and perceived discrimination." *Journal of consulting and clinical psychology* 76, no. 2 (2008): 184.

³⁰Mohammed, Susan, and Brad C. Dumville. "Team mental models in a team knowledge framework: Expanding theory and measurement across disciplinary boundaries." *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior* 22, no. 2 (2001): 89-106.

seen or experienced the persecution or murder of family members or members of the community. They are physically and mentally damaged. Their attention span can be reduced; they can be

In recent years, there has been widespread recognition that programs designed to help children affected by war need from the outset to incorporate the psychological consequences of war (Otunnu, 2006). The tragedies that have befallen many parts of Kenya have provided evidence that the country has not yet been able to provide children with protection from the armed conflict in which they are entitled.

Emotionally, from their parents and teachers, they have difficulty concentrating and memorizing thoughts and may be overwhelmed by anxiety, frustration, and fear.

A small percentage of children affected by the conflict may have symptoms of severe, long-term depression. Often, teachers, who are equally traumatized, do not know how to deal with psychological and social consequences or have teaching tools to do so. Tawil & Harley (2004) also pointed out that a state of non-punishment exists during an armed conflict, in which protective public institutions, in this case, schools, collapse, leaving children particularly vulnerable.

War drives people out of their homes as they flee war zones or direct attacks, leaving not only their belongings, but also family and friends. To avoid conflicts, families may split up and when children leave home, they are often viewed as temporary. However, in most cases, the expulsion period lasts for years or decades and they become refugees or internally displaced persons (IDPs) and it becomes difficult for the aid community to help internally displaced persons because, national governments often view this as 'interference.

Sexual violence is often a destructive weapon. It can include rape, mutilation, exploitation and abuse. This is especially true for children who are separated from their families and communities.

Waweru Irene Wanjiku in her theory states that offering opportunities for educational advancement is among the most important issues in refugee communities. Refugee mothers, fathers and children around the world emphasize that education is “the key to the future,” that it will help bring peace to their countries, which despite the uncertainty of “what the future holds,” education has brought stability and hope.³¹

You see that the right to refugee education is contained in Article 22 of the Convention on the Status of Refugees of 1951, resolution 64/290 (July 2010) of the United Nations Human Rights Council on the right to urgent education (United Nations, 2010a), and in the Charter of Persons entitled to Education for refugees, migrants and asylum seekers.

His work emphasizes that member states need to promote and promote international cooperation in education, eradicate lack of literacy, and assist countries still developing to reach superior education (Article 28) targeted at all children. Despite the situation (Article 2), participation in education is a right that is ongoing, and many nations are striving to advance the education and citizen quality. Developing country government signed the treaty so must not decline international support for provision of education to internally displaced persons, asylum seekers or refugees who do not have resources to obtain the same.³²

His work emphasizes that the denial of primary education happens rarely, but in some places governments impose restrictions on refugees as a rule, which is illegal. Urban educational resources may be inaccessible to refugees because they are too expensive, too far away, or too expensive for daily commute; there may be a general lack of empathy for the cultural sensitivity

³¹Moradi Sheykhjan, Tohid. "Education at the Crossroads: Inclusive Education for the Global Refugee Crisis." *Online Submission* (2017).

³²Sutherland, Elaine E. "The Enigma of Article 5 of the United Nations Convention on the Rights of The Child: Central or Peripheral?." *The International Journal of Children's Rights* 28, no. 3 (2020): 447-470.

of people of different nationalities; schools should not be able to accommodate absentee children; and language barriers may prevent access to education.³³

He notes that in urban areas education plays a very important role for refugees and enables those from rural areas to acquire the skills needed to become self-sufficient and to increase employment opportunities. ³⁴As the number of refugees living in cities increases, the provision of quality education for both local children and refugees, who are learning, is a growing concern for all stakeholders. ³⁵As a primary goal, every effort should be made to ensure that urban refugees participate in normal education with local children and youth, ³⁶.with national authorities in charge of and directing the educational response, supported by UNHCR and partners where necessary. Stopping the same refugee education resources should be avoided if possible.³⁷

He acknowledged that the inclusion of 15 refugees in the national system ensures sustainability and supports the peaceful coexistence of refugees in communities both in the short and long term.³⁸

In urban areas, without access to education, young people, especially girls and young women, are more likely to face violence, abuse and other forms of exploitation, including forced labor, child labor, sexual violence, drug abuse or drunkenness.³⁹

³³Sinclair, Margaret. "Education in emergencies." *Learning for a future: Refugee education in developing countries* (2001): 1-84.

³⁴file:///C:/Users/Shasha/Downloads/1-s2.0-S1877042811002692-main.pdf

³⁵Luchner, Carmen Delgado, and Leïla Kherbiche. "Without fear or favour?: The positionality of ICRC and UNHCR interpreters in the humanitarian field." *Target. International Journal of Translation Studies* 30, no. 3 (2018): 408-429.

³⁶Dryden-Peterson, Sarah. "Refugee education." *A global review, UNHCR, Geneva* (2011).

³⁷Bellino, Michelle J., and Sarah Dryden-Peterson. "Inclusion and exclusion within a policy of national integration: refugee education in Kenya's Kakuma Refugee Camp." *British Journal of Sociology of Education* 40, no. 2 (2019): 222-238.

³⁸Bellino, Michelle J., and Sarah Dryden-Peterson. "Inclusion and exclusion within a policy of national integration: refugee education in Kenya's Kakuma Refugee Camp." *British Journal of Sociology of Education* 40, no. 2 (2019): 222-238.

³⁹Wright, Laura-Ashley, and Robyn Plasterer. "Beyond basic education: Exploring opportunities for higher learning in Kenyan refugee camps." *Refuge: Canada's Journal on Refugees* 27, no. 2 (2010): 42-56.

You see, gender inequality is often widespread; education may be a critical player in ensuring gender equality in school, in developing awareness among children and young people about gender equality issues, and in developing life skills among children and youth that strengthen their social and security skills. Lack of livelihood and income can force young people to have sex for a living or for other illegal activities related to economic exploitation. Common poverty, a poor lifestyle, low income and the inability of parents to pay for school fees, uniforms, textbooks, teacher compensation or transportation reduce access to education for many young refugees.

Happily, when they finish their primary education, they often have to contend with a lack of basic, formal and informal education. For children and adolescents attending school, the provision of a safe learning environment is essential; In particular, oversight should focus on ensuring that schools and other learning environments are safe and secure. Many barriers to accessing refugee education are becoming increasingly common in cities.⁴⁰

The Kenyan government has been involved in refugee education since 1994. It has done this by providing the Kenyan curriculum and overseeing the examinations conducted by District Education 16 officials. As a signatory to the 1951 Refugee Convention, Kenya has agreed that refugees should receive the same treatment as foreigners. The Kenyan government is therefore interested in ensuring that the education provided to refugees is effective.⁴¹

⁴⁰Dryden-Peterson, Sarah. "Refugee education: Education for an unknowable future." *Curriculum Inquiry* 47, no. 1 (2017): 14-24.

⁴¹Dryden-Peterson, Sarah. *Refugee education: A global review*. Geneva, Switzerland: United Nations High Commissioner for Refugees, 2011.

In partnership with the Department of Education, City and Regional Education Offices,⁴² UN agencies such as UNICEF, UNWFP and UNESCO, as well as national and international NGOs, UNHCR has provided formal and informal education in Kenyan refugee camps, through Kenya. Curriculum as its guide. This has helped refugee children and youth in both camps and cities to obtain education resulting in Kenyan certification.⁴³

Conclusion

The data collected and analyzed in this chapter portrayed a clear picture as envisioned in the objective which is evaluating effects of refugee status on female education in the horn of Africa. It enabled the researcher to assess the various challenges encountered by women in their quest to access education especially bearing in mind that they are refugees.

The challenges identified shows that male and female face similar challenges in their quest to access education. It shows from the challenges highlighted that in an environment faced with conflict, education finds a difficult path to thrive. Though both male and female are affected, the latter tend to be the most affected by these challenges. This is because they are a weak sex and also faced with various roles that they are expected to perform. As a result, they end up being disadvantaged compared to their male counterparts.

It's therefore true that refugee status has caused the collapse of institutions including in the education sector in countries that are affected. As a result, citizens haven't been able to access education, where they've sought refuge, it has been hard especially for women to access education.

⁴²Dryden-Peterson, Sarah. *Refugee education: A global review*. Geneva, Switzerland: United Nations High Commissioner for Refugees, 2011.

⁴³Dryden-Peterson, Sarah. "Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences." *Theory and research in education* 14, no. 2 (2016): 131-148.

Through the resilience theory, it's evident that women embrace the challenges they face all with the hope that tomorrow will be better. The harsh environment they live in which is made worse during conflict, affects women most but eventually they come out successful.

CHAPTER THREE

CHALLENGES FEMALE SOMALI REFUGEESENCOUNTER IN ACCESSING EDUCATION IN KENYA

3.0 Introduction

This chapter looks at the challenges and prospects that Somali refugee women face as they receive education. Kenya is currently a large refugee camp from Somalia. In the Daadab refugee camp in northeastern Kenya, the number of Somali refugees was 334,000 in March 2011, representing a monthly average of 10,000 immigrants and this figure is expected to reach 500,000 by the end of the year. Ethiopia, on the western border of Somalia, opened two refugee camps between 2009 and 2010, but they are full, each with about 30,000 Somali refugees.

Even South African countries have registered an increasing number of asylum seekers in Somalia over the years. South Africa, especially countries such as Mozambique and South Africa, currently host the second Somali refugee population in Africa. The main focus of the Somali people in this case has been South Africa as they seek job opportunities.

Some South African countries act as transport routes, but since access to targeted opportunities is not a straightforward process, many end up as refugees in neighboring countries. The lowest recipient of Somali refugees has been West Africa due to the distance and limited economic opportunities. In addition, Ghana, Nigeria, and Senegal recently registered Somali refugees.

Although on a small scale.

3.1 ECONOMIC CHALLENGES

3.1.1 Financial problems:

Educating girls is usually not a priority for displaced / refugee families. Instead, they should focus on their daily lives. Many parents are forced to send their children to work because of financial problems.

3.1.2 Child and Child Marriages:

It can be used as a way to deal with financial problems. Child marriages expel girls from school.

3.1.3 Education in the host country:

Refugees cannot access the school system in the country of refuge. Some participating countries are developing programs to educate refugee children, while others are not.

3.1.4 Refugees outside the legal camps:

Although urban / unregistered refugees / refugees lack the advantage to gain formal education, education is provided to refugee children in the camps.⁴⁴

3.1.5 Language barriers and costs:

Barriers to unregistered refugees in the MENA area have also been identified.

⁴⁴de la Chaux, Marlen, and Helen Haugh. "When formal institutions impede entrepreneurship: how and why refugees establish new ventures in the Dadaab refugee camps." *Entrepreneurship & Regional Development* 32, no. 9-10 (2020): 827-851.

3.1.6 Unauthorized employment:

Many refugees are forced to seek employment in an unorganized or degraded economy, where their wages are meager and unprotected. This issue of security is exacerbated by the issue of refugee women.

3.1.7 Employment:

Participating in the livelihoods program can challenge or strengthen existing social and economic inequalities: women's empowerment alone does not guarantee that they will increase their ability to make decisions about financial resources or affect their social and economic addresses. Programs that take steps to help refugee women overcome obstacles and inequalities in their relationships, roles and responsibilities (such as foster children, the elderly and the disabled) must be effective in helping them achieve their livelihood goals. Most likely (e.g., inclusion in child care or income-generating projects that can be completed at home or in a culturally acceptable environment).

3.2 COMMUNITY CHALLENGES

3.2.1 Discrimination:

Despite the high level of education, women refugees in the EU face significant barriers to accessing employment opportunities, many bring children and are unable to access child care support, discriminating against them in the society in which they live. And the men traveling with her may be discouraged from getting a job.

3.2.2 Child care:

Employment barriers are high especially when women come with children and in situations where no one supports child care or employment.

3.2.3 Network restrictions:

Dismissed women often may not have relatives and social networks that are important in finding a job.

3.2.4 Barriers to Cultural / Gender Participation:

There may also be cultural barriers that prevent women from working because family members do not want their wives / daughters to work in an unfamiliar area or culture.

3.2.5 Barriers to the camp:

Refugees in camps cannot work with a camp legally. There may be informal employment in women-centered or camp-based work training, which may not work as a long-term employment solution.

Hidden and Revealed Migration removes the masks of unchanging views and provides a filter view of the daily survival struggles of urban immigrants. HPG has found that 46,000 registered Nairobi refugees represent different ethnic and racial groups, all in an effort to achieve financial freedom and security. Although much research has been devoted to the traditional notion of immigrant migrants to pre-urban camps like Dadab in eastern Kenya, urban dwellers also face insecurity,

poverty and oppression. With vague legal rights, discriminated against and protected only by weak support systems, the Nairobi refugee community is in a precarious position.⁴⁵

3.3 LEGAL CHALLENGES

Suspended or suspended registration and refugee status (RSD) procedures; Differences and delays in policies; Refugee confusion about the next steps in the program due to a lack of clear information from the Department of Refugees (DRA) or the Secretariat for Refugee Affairs (RAS) or UNHCR; And complex management issues related to registration and RSD procedures and travel costs. In general, refugees have expressed confusion and uncertainty about registration and RSD, especially from the often conflicting, vague or incomplete information obtained from various sources about their Nairobi status and needs.⁴⁶

In the interviews, the refugees discuss a few reasons why the scriptures are important to them. All in all, having an urban refugee document has given refugees their legal status in Nairobi and a sense of security in their daily lives.⁴⁷ Those who could not find the scriptures, at the same time, described them as helpless, depressed and, in some cases, hopeless.

Demonstrating the role of urban refugee documents in obtaining official refugee recognition in Kenya, the lack of documents is allied to limited gain of services and services requiring authorized identification as banking services.⁴⁸ Situation. Police problems, including harassment, demand for bribes, arrests and detention - are related to a lack of literature.⁴⁹

⁴⁵Wilson, Neil James. "City of Thorns: Nine Lives in the World's Largest Refugee Camp. By Ben Rawlence." (2019): 162-163.

⁴⁶Brankamp, Hanno. "Refugees in uniform: community policing as a technology of government in Kakuma refugee camp, Kenya." *Journal of Eastern African Studies* 14, no. 2 (2020): 270-290.

⁴⁷<https://www.newsecuritybeat.org/2010/03/the-plight-of-urban-refugees-in-nairobi>

⁴⁸Muiru, Mwangi Pius. "The impact of security policies on refugee repatriation of Somali Refugees from Dadaab refugee camp, Kenya." PhD diss., Moi University, 2018.

⁴⁹<https://www.nrc.no/globalassets/pdf/reports/refugees-in-nairobi/recognising-nairobisrefugees.pdf>

Without documents, many refugees blocked their travel to avoid contact with the police. In some cases, refugees have had problems related to the scriptures in accessing essential services such as health and education.⁵⁰

Communities in camps

Receiving education is a human right that is fundamental. This is vital to acquiring knowledge or to “the full development of the human personality”, as stated by the Universal Declaration of Human Rights.⁵¹ More than this, education shapes individuals to be more independent and resilient. But education is still something to be aspired to and not reality among millions of the female gender within the population of refugees that continues to grow in the world.⁵²

Little chance for going to school increases and creates reoccurrence of life’s challenges while in exile – gaining employment, having health, and continuing having hope and dignity. This also confines the latent ability of female refugees in rebuilding lives, guarding from abuse and lead to shape lives of communities of origin.

Getting an education is a basic human right. As stated in the Universal Declaration of Human Rights, it is essential for knowledge and the “full development of the human personality.” Even more, education makes us more comfortable and independent people. Yet education remains an aspiration but not a reality to multitudes of female refugees in the world.⁵³

⁵⁰Hujale, Moulid. "Kakuma Refugee Camp: Humanitarian Urbanism in Kenya's Accidental City. By Bram J. Jansen." (2019): 340-342.

⁵¹<https://www.unhcr.org/herturn/>

⁵²Rono, Joseph K., and Dickson M. Ombaka. "Social Work with Refugees and Migrants in Kenya." *International Social Work and Forced Migration: Developments in African, Arab and European Countries* (2021): 185.

⁵³Hossain, Mazed, Alys McAlpine, Stella Muthuri, Loraine Bacchus, Sheru Muuo, Anjalee Kohli, Carolyne Egesa, G. Franchi, and M. MacRae. "Violence, uncertainty, and resilience among refugee women and community workers: An evaluation of gender-based violence case management services in the Dadaab refugee camps." (2018).

Great inaccessibility to school education continues and exacerbates life's challenges for refugees – securing jobs, maintaining good health, maintaining hope and dignity. The ability by female refugees in rebuilding lives, defend themselves against abuse and becoming leaders to shape life in communities is limited.

Lacking education means that confidence to speak up by this group is denied – which is essential in strengthening fundamental freedoms and respect for human rights around the world. Today's students will lead in the future. These help to promote peace and stability. They point the way for others to follow and point to a goal for future generations who will want to emulate you. To secure the future of their countries, it is important that women and girls refugees provide education keys to unlock their potential as leaders of peace.

Measures should be put in place across organizations from national educational institutions and teacher training institutions to communities and classrooms so that refugee girls can access quality education. This has not been easy: compulsory migration has increased in recent years, as facilities and infrastructure in refugee-rich countries struggle in provision of ample services to the local population. For this reason, UNHCR calls for efforts internationally to change the direction.

Girls among refugees are most cases less likely as compared to boys, nevertheless UNHCR together with its friends pin pointed ways to increase access to education of this group. Thus support is needed to put strategies into action globally and resolve inequalities.

There are many excellent examples while myriad countries are creating changes to get other locally present communities and girls amongst refugees to go for learning. It is important to ensure that this occurs all over and to assist build strong societies which come together to solve the challenges

of cooperation. It has been repeatedly indicated that actions that hold up refugee girls and women possess long lasting profit for refugee-based people.⁵⁴

The time has come for the community in the international arena to notice injustices done by denial of education to refugee girls and women. Kindly accompany us in this quest: "This is his opportunity". It is his turn to take up arms with academic confidence. If you give him this opportunity, there is no limit to his ability.

Ensuring that education is available to refugee girls is central in empowering them and the well-being in future of their communities and families. If all of them have access to educational chance, the social and economic status in their families and communities may improve. Higher educational levels reached contend more of the benefits to be shared.

School is a program to distance yourself from burdens and pressures in the life of refugees, the minimum, the purpose and the time - vital for both but more so for girls, who face abuse including sexual abuse. They are sensitive. Refugees gain empowerment through learning on rights and ways to claim the same. Their resilience is strengthened by education to deal with enormous challenges faced by those who are forcibly evicted from their homes.

Education is also a protection. It reduces the risk of girl abuse, as well as violence that is gender-based, pregnancy among teens and children forced into marriage. It is the contention by UNESCO that child marriages will drop by 14 percent if all girls graduate from elementary school. Had they all graduated from high school, it would have dropped to 64 percent for refugee girls and women, who are at risk of being forced to relocate, especially if education is important.⁵⁵

⁵⁴Monaghan, Christine. *Educating for Durable Solutions: Histories of Schooling in Kenya's Dadaab and Kakuma Refugee Camps*. Bloomsbury Publishing, 2021.

⁵⁵Voppen, N. A. G. "The securitization of Somali refugees in Kenya: The plan to close Dadaab refugee camp." Master's thesis, 2017.

If basic education is available to all women, many studies have shown that infant mortality due to diarrhea, malaria, and pneumonia can be reduced.⁵⁶ According to UNESCO, deaths from diarrhea, for example, are the third most common cause of infant mortality, reducing by 8 percent if all mothers complete their primary education or 30 percent if they have a high school education. Come down. These risks are particularly acute in the case of migrants. Women who are educated have a higher likelihood to know which direction to turn for help from professionals - another step that saves life - during pregnancy including fresh mothers, as they continue through going to school and realize benefits of hygiene.

If the neglect of the education of refugee girls continues, generations will face its consequences. Time to put it forward.⁵⁷

Ensuring that education is available to refugee girls is key to empowering and well-being and increasing family and community resilience. However terrible obstacles exist along the way. Among children of refugees all over the world, it is harder to open school gates than non-refugee peers opening gifts.⁵⁸

A recent report by UNHCR focusing on education of refugees informed that just 61 percent among children of refugees can gain basic education in comparison to 91 percent which is the international average. Second, 23 percent of the world's youth, or 84 percent of the world's refugees, go to school.

⁵⁶Voppen, N. A. G. "The securitization of Somali refugees in Kenya: The plan to close Dadaab refugee camp." Master's thesis, 2017.

⁵⁷Kiruthu, Felix. "The Role of Windle Trust Kenya in Promotion of Education in Dadaab Camp, Kenya." *Msingi Journal* 4, no. 1 (2020): 33-45.

⁵⁸Sabriye, Hawa. "Recruitment and Retention of Somali Female Students Accessing Higher Education in Dadaab, Kenya." (2017).

At the tertiary level, 34% of young people at university are studying, and the number of refugees is one percent. This makes it very difficult for the refugee girls in these areas. cents. ⁵⁹. And as they grow older, according to UNHCR data, the gender gap will widen. Data from three leading sub-Saharan refugee countries show that Uganda, Ethiopia and Kenya have a higher rate of school refugees than non-refugee girls.⁶⁰.

In Uganda, out of every 10 refugee boys enrolled in primary school, 9 refugee girls are progressing well. In Ethiopia and Kenya, the number of refugee boys that attend primary school are greater than girls by 30 percent. Further, UNESCO holds that in the foregoing countries, indigenous children make up the same number of boys and girls enrolled in primary schooling.⁶¹

At the second level, refugee girls have only half the chance to register as the opposite counterparts. Uganda has only five girls out of the 10 boys in enrollment in high school. In Kenya and Ethiopia, four out of ten boys enroll in high school. According to UNESCO, nine out of ten girls in the local community attend high school.⁶²

⁵⁹Bashir, Umami Kaltuma Mohamed. "Challenges Facing Somali Women Refugees In Dadaab Refugee Camp, 1991-2016." PhD diss., University of Nairobi, 2018.

⁶⁰Sabriye, Hawa. "Recruitment and Retention of Somali Female Students Accessing Higher Education in Dadaab, Kenya." (2017).

⁶¹Yonemura, Akemi. "Teaching About Migrants and Refugees of West African Countries: UNESCO's Experience and Recommendations for Educationists and Educators." In *Refugees and Migrants in Law and Policy*, pp. 261-293. Springer, Cham, 2018.

⁶²Miletto, Michela, Martina A. Caretta, Francesca M. Burchi, and Giulia Zanlucchi. *Migration and its interdependencies with water scarcity, gender and youth employment*. UNESCO Publishing, 2017.

3.3 2 Barriers to access to education

One main impediment against refugee children's education is meeting of costs. The UNHCR staff blames it on uniforms, school fees, textbooks and transportation and tuition costs which impede education of the children. Small expenses are a problem to those who simply abandoned their livelihood and have in many cases been denied the right to do so.⁶³

However, girl refugees often suffer more based on "opportunity costs" - loss of earning and household chores. Fetching fuel or water, caring for smaller siblings or relatives who are elderly, household duties and responsibilities - all of these chores are so tiring to the girls. While marriage of the daughters is considered as a source of income for the family.⁶⁴

The factors increase as the girls grow more - they need to be prepared for transition to high school. UNHCR Community-Based Safety Workers noted that when refugee families have limited resources and have to choose which siblings can continue their education, boys are often placed first because they are not allowed to continue their education in the future. It is considered a high-income opportunity. The situation is much worse in many developing lands as higher education resources are scarce. Secondary education is more expensive - it requires specialization.

⁶³Sengupta, Enakshi, Shai Reshef, and Patrick Blessinger. "Creating a borderless world of education for refugees." In *Language, teaching, and pedagogy for refugee education*. Emerald Publishing Limited, 2019.

⁶⁴Roque, Thaís, Erica Aiazzi, Christopher Smart, Stacy Topouzova, and Chloé Touzet. "Financial support is not enough! Barriers in access to higher education of refugee and displaced students: Lessons from the experience of the Oxford students Refugee Campaign." In *Strategies, policies, and directions for refugee education*. Emerald Publishing Limited, 2018.

Without clean water and toiletries and uniforms, providing hygienic products and without the sensitivity of the study between classmates and school staff, it can be easily seen why both refugees and girls and the general public are compelled. Leaving school

All of this makes a self-serving system that is detrimental to girls: a few are educated, a few female teachers suppress these styles and are involved in acting as role models. In contrast, inspiring and dedicated women teachers like the refugee from Afghanistan, Akhil Asifi, who won the Nansen Award in 2015 for refugee service awarded annually - through her teaching, she changed lives among multitudes of refugee girls in her country.

Following many years of being dedicated, he lately expanded his schooling in Kotchandana, Pakistan's far-flung village. "My students always asked one thing - to be able to continue their education after eighth grade," he said. "We can now accomplish this job of dreams.

Explicit confusion about legal rights to prevent police harassment and issues of public violence. Appoint a subcommittee to fund funding to provide training to local police and government agencies. Develop a Second Refugee Status Program by establishing a partnership between the UNHCR and the Government of Kenya.

Humanitarian assistance and development of legal aid services using new strategies to improve communication between urban refugees and surrounding communities in Kenya.

3.3.4 Livelihood:

Take a survey to better understand the city of Nairobi, including the informal sector.

Support the Kenyan Government in its efforts to help urban refugees become more independent. Identifying the transfer of refugees from refugee camps to urban areas and developing an effective response. Obtain permission from the Kenyan Government to issue work permits to refugees ⁶⁵

3.3.5 Service delivery:

A help desk designed to address specific challenges facing urban refugees in Nairobi. Ensuring integrated and comprehensive services with the Government of Kenya and international organizations to meet the needs of urban refugees and surrounding communities, with a special focus on women and girl's refugees.⁶⁶

Escaped from conflict and attracted for better jobs, services or security, thousands of refugees sought new life in Nairobi. Yet the reality of many urban migrants is burdened by inadequate support, dangerous legal status and financial and physical insecurity. Through the implementation of these recommendations, HPG hopes to attract the attention of these undercover refugees and provide them with better livelihoods and effective protection.

Despite the large amount of investment in basic education, there is a growing gap between non-refugees and their refugee counterparts while increasing compulsory migration around globally, to include refugees, the homeless crossing landless routes and borders. Is. Read.

The Migration Environment: The nature of migration is that it disturbs the education of children as they face dangers and difficulties to access security, access to essential basic services, obtaining new ID papers and assisting families that are in a situation of vulnerability.

⁶⁵Martin, Staci B., Daud I. Warsame, Christophe Bigirimana, Vestine U. Lajustine, Gerawork Teferra, Abdirahman S. Abdi, and John O. Taban. "Kakuma Refugee Camp: Where knowledge and hope resides." In *Refugee Education: Integration and acceptance of refugees in mainstream society*. Emerald Publishing Limited, 2018.

⁶⁶Kisombe, Edna D. "Interrogating Refugee Rights to Health: a Case of Psychological Health of Refugee Children in Kakuma Refugee Camp, Kenya." PhD diss., University of Nairobi, 2020.

Long Positions: In 2018, about 4 out of 5 refugees are in high positions, which means that refugee children between the ages of 5 and 18 are more likely to go through the entire school cycle when they are deported. Those who started school before they were expelled could not return home to their class. Extra resources: In low-income areas where there are teeming numbers of refugees, a school for study may not be there.⁶⁷

By 2018, 85 percent of refugees are in low- or middle-income areas; One third are in low-income countries. Where schools are located, they are moving to burglary areas - overcrowded classrooms, shortage of teachers, lack of resources such as sanitation and water and inadequate learning and teaching resources. Document shortages:

Confusion surrounding the forceful evictions reveal fleeing by many from their homes with no birth certificates - these and other type of identity, records of academics and examination certificates - which can help them attend school in the locality of their new country. Give access. Though possessing the records, they may not be necessarily accepted by schools in other countries.⁶⁸

Growing Gap: The gap between primary and secondary enrollment is large (63 percent and 24 percent). The cost of higher education is higher than primary education. Learning courses are highly developed, some courses require better resources and teaching resources, while secondary courses require better trained teachers.

⁶⁷Martin, Staci BokHee. "Co-creating spaces of critical hope through the use of a psychosocial peace building education course in higher education in protracted refugee context: Kakuma Refugee Camp, Kenya." (2018).

⁶⁸Monaghan, Christine. *Educating for Durable Solutions: Histories of Schooling in Kenya's Dadaab and Kakuma Refugee Camps*. Bloomsbury Publishing, 2021.

Depression: As they grow older, refugee youths are increasingly pressured to provide for their families. In this regard, girls are often severely disadvantaged in terms of costs that are considered loss of income and household chores.

Picking water or petrol, caring for older relatives, brothers or sisters and doing house work which burden the girls. Such home donations are more important than investing in their education. During adolescence, girls face additional pressures to relinquish their educational interests in order to get married sooner or later.⁶⁹.

Compatible school education: Similar programs that have not been proven to be a short term response to emergencies from refugee, although were generally low and are less likely to pursue formal studies and lead to unseen certificates.

A prime example is the revitalization of the curriculum, which may be an open school run by educated adults who are not trained to be teachers.⁷⁰ In some cases, refugee children may be denied access to the national curriculum and education system, even if they do not have the opportunity to do so.⁷¹ And they may be denied access to their national curriculum as well as their efforts. He should be awarded a certificate. Both examples reduce the chances of a refugee student continuing legally.⁷²

⁶⁹Mwihia, Catherine. "Gender Difference in Academic Achievement of Students in Kinangop Sub County, Nyandarua County, Kenya." *European Journal of Social Sciences Studies* 5, no. 4 (2020).

⁷⁰Koech, Johannes, Frederick BJA Ngala, and Betty J. Tikoko. "The Relationship between Socio-Cultural Factors and Gender Disparity in Enrolment of Students in Public Mixed Day Secondary Schools in Kericho County, Kenya." *Editon Consortium Journal of Educational Management and Leadership* 1, no. 1 (2020): 14-28.

⁷¹Dryden-Peterson, Sarah, E. Adelman, S. Alvarado, K. Anderson, M. Bellino, R. Brooks, and E. Suzuki. "Inclusion of refugees in national education systems." *UNESDOC Digital Library* (2018).

⁷²Dahya, Negin, and Sarah Dryden-Peterson. "Tracing pathways to higher education for refugees: the role of virtual support networks and mobile phones for women in refugee camps." *Comparative Education* 53, no. 2 (2017): 284-301.

Conclusion

Somali women refugees face numerous challenges. This has been made worse by the Tag that hangs on their head of being refugees. It's a generation that has been born in the middle of this conflict. They were born when all institutions and infrastructures in the country were destroyed and there were basically no services.

This confirms the objective under review which is evaluating challenges facing Somali women refugees in Kenya.

The findings also confirm the hypothesis that Refugee status is the main reason why Somali women are refugees in Kenya and are unable to access education due to the various challenges that they are facing.

The findings are also in line with the resilience theory that advocates for perseverance when faced with adversity bearing in mind that tomorrow will be better.

CHAPTER FOUR

LEGAL, POLICY AND INSTITUTIONAL FRAMEWORKS IN ADVANCING ACCESS TO EDUCATION FOR FEMALE SOMALI REFUGEES IN KENYA

4.0 Introduction

This chapter looks at the legal, policies and institutional frameworks that support women's refugee education. These frameworks give a clear picture of how refugee education; especially for women has been handled in the country and how existence of these policies is promoting advance to education by female Somali Refugees.

4.1 Legal Framework

It's a wide system of regulations and rules that aids in governing and regulating making of decisions, signing agreements and laws that promote refugee education in Kenya. Legal framework ensure that records are updated and they aim at promoting the wellbeing of the refugees.

Upon arrival in the country, refugees are sup post to ensure they register themselves with the UNHCR and the relevant Government agencies. This enables the Government to know the new refugees in the country and if they are found they are able tobe accounted for based on the records they have provided.

It's mandatory that every foreign citizen in the country if they've come as refugees are registered and they are assigned a special place where they will stay as waiting camps before they are issued with refugee waiting cards. It protects them and prevents the Government from deporting them just in case they are found idling around.

The 1960 Convention on the Elimination of All Forms of Discrimination against Education stated that the principles of non-discrimination and equal access to education are essential to achieving the right to education for all, including refugees in any country. Discrimination on the basis of race, gender, origin and economic status is not permitted by the conference. The conference advocates for the right to universal rights and universal rights. The legal framework is advocating for the following that will facilitate access to education for Somali Women Refugees: -

Obligation to access

This ensure that every human being has access to education. It ensures any measure that hinders access to education for any human being is addressed amicably. Somali women refugees can be able to access education in Kenya when this framework is implemented. Various partners and stakeholders in the refugee section have been promoting access to education, but it is important that all lope holes that hinders its implementation are addressed so that access to education among refugees is addressed and women who are already vulnerable are able to access education.⁷³

Obligation to respect

Every human being deserved to be respected and treated with dignity. Women Refugees are already vulnerable by the virtue of them being women, it's worsened by the tag of being refugees. As strangers, the only protection that will enable them to earn respect is from the Government. The Government and all other stakeholders have done their best to ensure refugee rights are upheld and protected, but much need to be done to ensure this is achieved.⁷⁴

⁷³Le, Hang M. "Language, education, and power in refugee camps: A comparison of Kakuma Refugee Camp (Kenya) and Thai-Myanmar refugee camps." *Book Review* 23, no. 1 (2021): 15.

⁷⁴Elfert, Maren. "Lifelong learning in Sustainable Development Goal 4: What does it mean for UNESCO's rights-based approach to adult learning and education?." *International Review of Education* 65, no. 4 (2019): 537-556.

Obligation to facilitate

This aims at ensuring that there are resources available to make education accessible by all.

Women Refugees are disadvantaged by the many challenges that they face

After facing civil war for the past 30 years and coupled with streams of terrorist attacks, Somalia has remained one of the most dangerous countries in the world⁷⁵. As a result, this has forced majority of the citizens to seek refuge in neighboring countries. Most of them have sought refuge in Kenya, where there is a largest refugee camp hosting specifically Somali Refugees called Daadab Refugee camp.

4.2 Learning together: Inclusive education for refugees in Kenya policy

Refugee education is neglected. Since removal from a critical area, conflict or disaster usually lasts for a decade or more, students are at risk of losing their education and training if they do not enroll in a new home school or other institution. So welcome to their new education approach.⁷⁶

The report also emphasizes that the integration of education and training services across the country will help refugees prevent similar educational programs. If students from the host community study together with refugees, they will share financial and non-financial resources and ensure a non-discriminatory learning and training approach.⁷⁷

⁷⁵Ononogbu, Olihe Adaeze, and Chikodiri Nwangwu. "Counter-insurgency operations of the African Union and mitigation of humanitarian crisis in Somalia." *Mediterranean Journal of Social Sciences* 9, no. 2 (2018): 117-117.

⁷⁶Mendenhall, Mary, Jihae Cha, Danielle Falk, Charlotte Bergin, and Lauren Bowden. "Teachers as agents of change: positive discipline for inclusive classrooms in Kakuma refugee camp." *International Journal of Inclusive Education* 25, no. 2 (2021): 147-165.

⁷⁷Dryden-Peterson, Sarah. "INCLUSION AND MEMBERSHIP THROUGH REFUGEE EDUCATION?." *Humanitarianism and Mass Migration: Confronting the World Crisis* (2018): 218.

It also ensures that they have access to accredited educational institutions. Learning together promotes peace and unity in society, which is an important goal of education. Refugee or Non-Refugee Communities Because all students and communities have different skills, learning together encourages the sharing of knowledge while learning the strengths of each other.

The report commended Kenya for seeing education as a major promotional tool and an important tool for advocating for peaceful co-existence between international communities and nations. Kenya believes that educated refugees can make a significant contribution to the country's development. Therefore, all young people, including refugees and asylum seekers, have the skills needed to become self-sufficient.

Compensation of teachers (who are paid compensation for refugee teachers) receive online training at universities such as the University of Kenyatta and Masinde Muliro on their satellite campuses at the Daadab and Kakuma refugee camps, respectively. Refugee trainees also participate in co-curricular activities and are included in national bursary programs.

4.3 Institutional framework

Through this framework, institutions have been able to join efforts and work together to ensure that the refugees welfare is well taken care of. They have been able to carry out various awareness campaigns through civic education to ensure that each partner understands the need to integrate refugees into the national education system.

Also various stakeholders and partners have been able to work together to ensure women who are more vulnerable are given more attention to ensure that their needs are met.

Conclusion

Refugees are regarded as the vulnerable group who need government and the support of other stakeholders to ensure that their rights and well-being are recognized. Implementation of policy that promotes inclusion and support enabling environment in the education system is one way of acknowledging and respecting human rights, especially the refugees who have faced the challenge in accessing equitable education in the country.

Kenya has developed appropriate policies that support Refugee education to promote their educational outcomes and emotional well-being. Studying together is one of the existing policies that have been implemented in the education sector to ensure that refugee education is not neglected. Research shows that Kenya acknowledges that refugee students are at greater risk of missing school and other training programs if they are not enrolled in a new home. This is in line with the revised objective.

From a research perspective, many initiatives are underway, and teachers from various educational institutions are being trained to promote academic harmony. These training programs aim to ensure that new refugees are included in the national education system. Inclusive education is seen as the only solution to promoting social cohesion, solidarity and the elimination of gender-based educational discrimination, social status, and disability.

In collaboration with development partners and other stakeholders, the study agreed that the Department of Education has developed a policy framework for the inclusion of refugees and asylum seekers in the national education and training program. This consensus on education will help to address education inequalities by preventing the same educational program for refugee students. This is in line with the feminist theory that represents equality for both sexes.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

The chapter focuses on translating, presenting and analyzing collected data. The variables under investigation were effects of Refugee status on refugees' education, the challenges facing Somali women refugees in Kenya and existing policies that can facilitate access to education by Somali women refugees. The findings were interpreted and presented quantitatively as shown.

5.2. BACKGROUND INFORMATION

5.2.1 DEMOGRAPHIC ANALYSIS

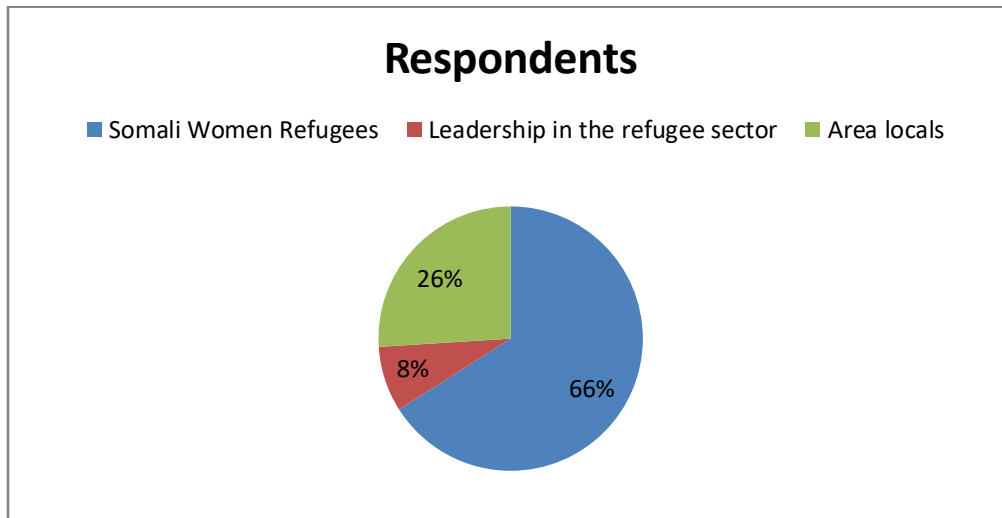
The sample comprised of a total of 60 respondents of which 40(66%) were the Somali Women Refugees 4(8%) Leadership in refugee sector and 16 (26%) were the friends and locals in Eastleigh. The information is further represented in figure.

TABLE 1: TABLE SHOWING SAMPLE SIZE OF THE RESPONDENTS.

Type of Respondent	Frequency	Percentage %
Somali Women Refugees	40	66.7%
Leadership in refugees	4	6.7%
Friends and	16	26.6%
Total	60	100 %

Source: Field Data from Somali Women Refugees in Eastleigh

FIGURE 1: SAMPLE SIZE OF THE RESPONDENTS



Source: Field Data Somali Women refugees in Eastleigh

The number of Somali women refugees was chosen to be 40 so that the Researcher could be able to get their views given that they were the main study item. The leadership in the refugee sector was also part of the respondents because they could give the views from a nonpartisan perspective and the locals were allowed to give their views because these refugees live among them.

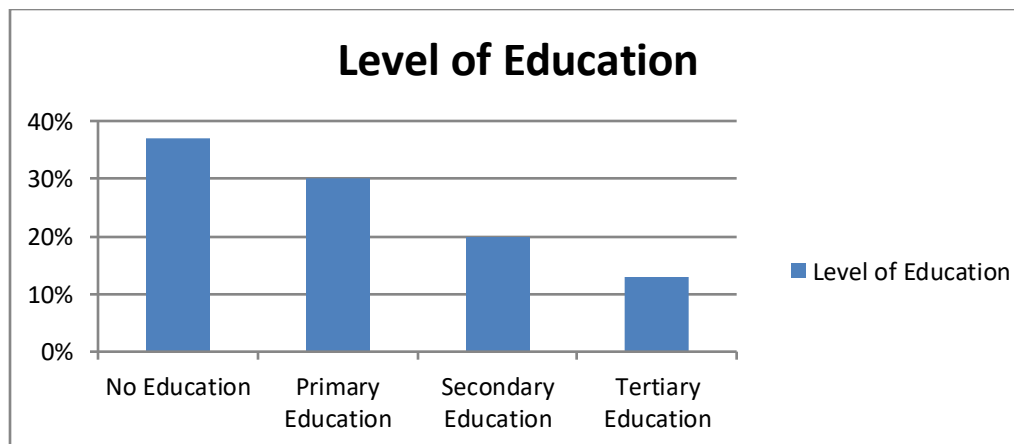
5.2. 2 ACADEMIC QUALIFICATION OF THE RESPONDENTS

TABLE 2: ACADEMIC QUALIFICATIONS OF RESPONDENTS

Type of Respondents	Frequency	Percentage (%)
No Education	22	37 %
Primary Education	18	30%
Secondary Education	12	20%
Tertiary Education	8	13 %
Total	60	100 %

Source: Field Data Somali Women refugees in Eastleigh

The figure above indicates that from the respondents who participated in the Research interviewed 22(37%) had no education, 18(30 %) had attained primary education, 12 (20%) had attained secondary education and 8 (13 %) had attained tertiary education. The information is as shown in figure 3 below.



Source: Field Data Somali Women refugees in Eastleigh

Introductory Statement

This section gives full information about data that was collected among the Somali Women Refugees in Eastleigh during the Research.

5.3 IMPACT OF REFUGEE STATUS ON REFUGEES EDUCATION

5.3.1 Effects of Refugee status on female education

No	Reason	Frequency	Percentage
1	Destruction of Institutions of learning	12	20%
2	Death of teachers and children	9	15%
3	Displacement	27	45%
4	Others	12	20%
Total		60	100%

Source: Field Data Somali Women refugees in Eastleigh

From the respondents who participated in the Research 12 (20 %) stated that conflict had led to destruction of institutions of learning, 9(15 %) death of teachers and children, 27 (45 %) Displacement and 12 (20 %) for other reasons for example loss of livelihoods, early marriage, child labor among others.

Analysis

The results from the data collected stated that the greatest impact of conflict on education is displacement, followed by destruction of Institutions of learning, other effects and death of teachers and children.

5.3.2 Hindrance to accessing education

No	Item	Frequency	Percentage
1.	Lack of documentation	22	37%
2.	Strick guidelines to access education in Kenya	15	25%
3.	Poverty	12	20%
4.	Others	11	18%
	Total	60	100%

Source: Field Data Somali Women refugees in Eastleigh

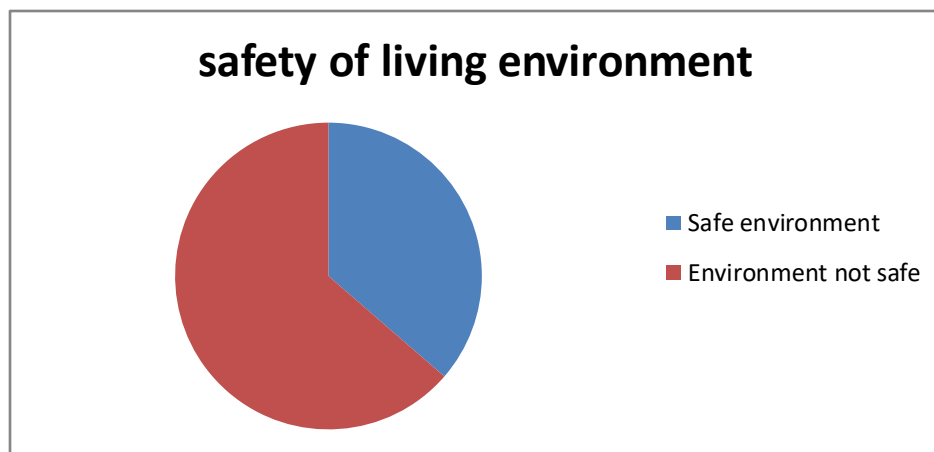
Of the 60 respondents, their views were as follows: 22 (37 %) stated lack of documentation, 15(25%) cited strict guidelines to access education in Kenya, 12(20%) cited poverty, and 11 (18%) cited others for example language barrier, difference in education system and lack of permanent homes. The information is as shown on the table.

Analysis

From the table, it clearly indicates that majority of Somali Women Refugees are unable to access education because of lack of documentation, this is followed by strict guidelines to access

education in Kenya, poverty that affects majority of them and other issues that made it difficult for them to seek education.

5.3.3 Safety of living environment



Source: Field Data Somali Women refugees in Eastleigh

Of the 60 respondents, 22 (37 %) stated that the environment was safe and was conducive for them to further their education while 38 (63%) stated that the environment was not safe enough for them to further their education. The information is as shown on the figure.

Analysis

The data collected indicated that most of Somali Women Refugee are living in unsafe environment which has highly contributed to their current status and way of life.

5.4 CHALLENGES FACING SOMALI WOMEN REFUGEES IN KENYA

5.4.1 Challenges faced by Somali Women Refugees

No	Item	Frequency	Percentage
1.	Lack of documentation	30	50%
2.	Lack of moral support	12	20%
3.	Lack of economic empowerment	10	17%
4.	Others	8	13%
	Total	60	100%

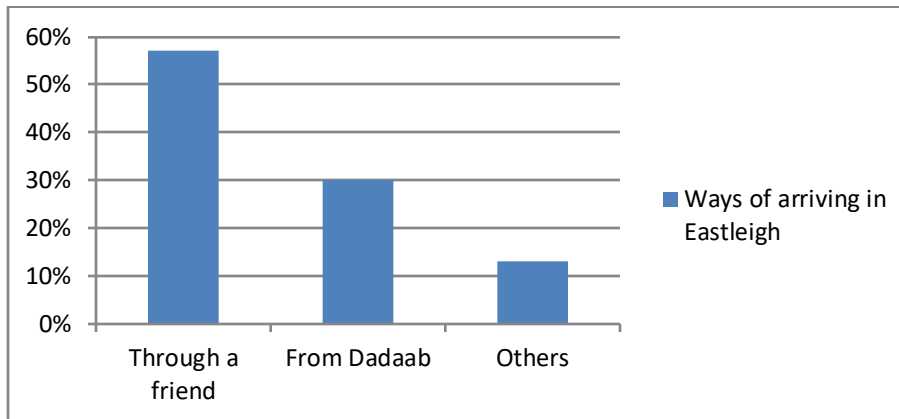
Source: Field Data Somali Women refugees in Eastleigh

Of the 60 respondents, 30 (50%) stated that the biggest challenge they were facing was lack of documentation, 12 (20%) stated lack of moral support that led to them being stressed, 10 (17%) stated lack of economic empowerment which led them to depend on friends and well-wishers and 8 (13%) stated other challenges namely lack of belonging, lack of emotional stability, interaction as they feared moving around and their security. The information is as shown on the table above.

Analysis

From the feedback, the biggest challenge faced by Somali women refugees is lack of identification. This has led to other challenges including lack of moral support, lack of economic empowerment, lack of belonging, lack of emotional stability, limited interaction and insecurity.

5.4.2 How did you come to Eastleigh?



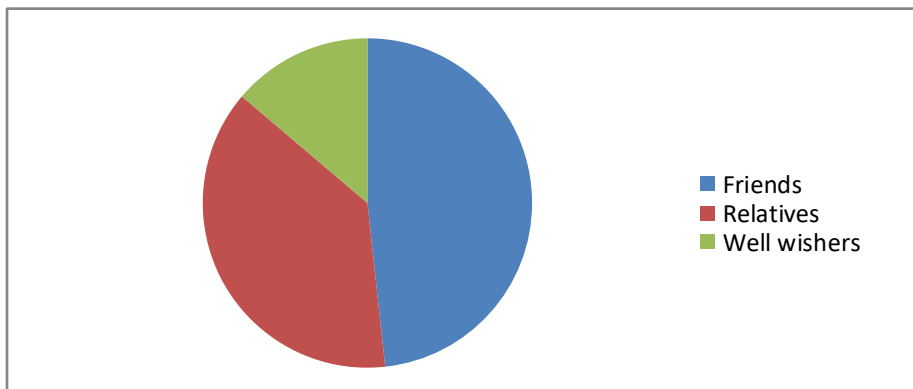
Source: Field Data Somali Women refugees in Eastleigh

Of the 60 respondents, 34 (57%) stated that they came to Eastleigh through a friend, 18(30%) stated that they came from Daadab Refugee camp and 8 (13%) came on their own and were assisted by well-wishers. The information is as shown on the figure above.

Analysis

Most of Somali Women Refugees came to Eastleigh through a friend. They were encouraged to come to Eastleigh by their friends despite the fact that they lack documentation to be in the country. Some came from Daadab refugee camp as they believed in Eastleigh they could get better lives while few came from Somalia on their own and assistance by well-wishers.

5.4.3 Who are you currently living with in Eastleigh



Source: Field Data Somali Women refugees in Eastleigh

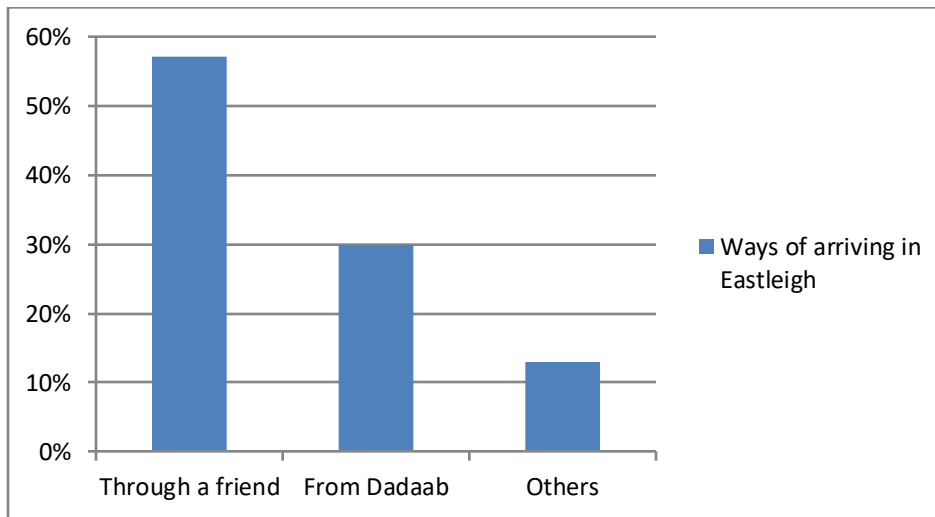
Of the 60 respondents, 25 (42%) stated that they were living with a friend, 20 (33%) stated that they were living with relatives, 8 (13%) were employed as house helps and 7 (12%) were living with well-wishers. The information is as shown on the figure above.

Analysis

The Somali Women refugees live with friends, followed by relatives and some are working as house helps in Eastleigh and few live with well-wishers. None of them indicated their willingness to go and live in Daadab refugee camp.

5.5. Existing policies that can facilitate access to education by Somali women refugees

5.5.1 Have you sort assistance



Source: Field Data Somali Women refugees in Eastleigh

Analysis

Most of Somali women refugees came to Eastleigh through a friend. They were encouraged to come to Eastleigh though now they have dilemma of identity. Their friends have given them homes to live but can't assist them to improve their current status.

5.5.2 Who are you currently living with in Eastleigh

No	Person	Frequency	Percentage
1	Friends	25	42%
2	Relatives	20	33%
3	Employed as a house help	8	13%
4	Well-wishers	7	12%
Total		60	100%

Source: Field Data Somali Women refugees in Eastleigh

Analysis

The Somali Women Refugees live with friends, followed by relatives and some are working as house helps in Eastleigh followed by well-wishers. None was willing to mention if they would like to go and live in Dadaab Refugee camp.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The research of impact of Refugee status on female Education; case of Somali Women Refugees in Kenya was carried out from a gender perspective. The study issues that the research was assessing were the impact of refugee status on female education. It focuses on Somali women refugees in Kenya.

Chapter one of the Research gave a roadmap on how the research was going to be carried out. It was detailed and highlighted the main objective of the study, the research questions, general literature review on refugee education and the methods of data collection that the research was to use to ensure adequate data was collected and when analyzed could be able to bring out the main challenges faced by the Somali Women refugees in their quest to access education.

Chapter two of the research was assessing how refugee's status has affected female refugee's education in the Horn of Africa. The chapter was able to bring out the various effects. The infrastructures were destroyed and the Conflicts last longer and from the impacts it was evident that refugees grew up and never went back to the same class that they were in before onset of conflict in their country.

The children grew up to join school if they were lucky in other areas though it was a very small fraction that could afford and also manage to go back to class. The chapter highlighted that during conflicts both boys and girls / men and women were faced with the same scenario, but women were the most vulnerable and were greatly affected never going back to schools. This is because some were raped, they played roles of caregivers and took over the role of taking care of their families or doing menial jobs for their families to earn a living. As a result, girls and women remain

disadvantaged and grew up in a vicious circle of poverty and dependent on assistance from well-wishers and the UNHCR.

Chapter three of the Research was the main research area. It identified various challenges faced by Somali Women Refugees in Kenya and how these challenges had hindered them to access education. The challenges covered various areas namely on health access, social challenges, economic challenges and legal documentation. This was the main objective of the research and the legal challenges that they faced contributed immensely on their inability to access and acquire education at any level that they desired.

Chapter four of the research assessed the legal, policy and Institutional frameworks that support Somali female refugees' education. This was in light of host countries where they had moved to. Available resources from the relevant stakeholders in the Education and refugees' affairs had very little or no materials available on the stated frameworks not broad enough to give a clear picture on Somali Women Refugees in Kenya. This was a gap that the research identified and from the findings will bring it out to the stakeholders in the refugee sector and the Ministry of Education of Kenya for future policy planning and implementation.

Chapter Five was a presentation and analysis of data which had been collected from field work.

Chapter six of the Research gave the conclusion. It focused on the summary, the findings, conclusions and the recommendations that the stakeholders would be guided by during policy formulation and implementation.

6.2 Findings

The research found out that:

1. Numerous challenges affect the refugees and the impact of refugee status on them is great. When displaced, refugees never have a chance to go back to the same class they were in before the conflicts started back home.
2. Women are the most vulnerable and it's made worse when they become refugees. Policies should be formulated that will be able to solve this challenge and reduce the effects on women refugees.
3. Somali women ran away from conflict in their country, when they sort refuge in Kenya, it has been difficult for them to get assistance because of various challenges that become worse with the fact that they are refugees.

6.3 Recommendations

Stakeholders should join efforts and do the following.

1. Encourage Somali women refugees to ensure that once they are in the country they should seek for assistance with the UNHCR.
2. The Government and the UNHCR should form a good rapport with refugees so that they can encourage those who are hiding to come out and register for them to be assisted.

6.4 Suggestion for further studies

A study should be done in the following areas:

1. Role of host communities in working with the UNHCR and the Government to ensure each refugee is reached and their opinions collected

2. Refugees should be taught technical skills so that they can be involved in various income generating activities to supplement the support given by the Government and various organizations.

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ANNEX 1

SAMPLE QUESTIONNAIRE

I am **Janet N. Maliti** student of the University of Nairobi undertaking a **Master’s Degree in International Studies (IS)**. The Purpose of this questionnaire is to collect data on **THE IMPACT OF REFUGEE STATUS ON FEMALE EDUCATION: THE CASE OF SOMALI WOMEN REFUGEES IN KENYA** for academic use only. All the information provided in this questionnaire will be accorded utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

1. Name (Jina).....
2. Age (Umri).....
3. Gender (Jinsia) Male..... Female.....(tick appropriate)
4. Highest level of education attended (tick appropriate)
 - a) Primary
 - b) Secondary
 - c) Tertiary
 - d) None
5. Have you registered with UNHCR?
 - a) Yes
 - b) No

If answer in “no”, state the reason why you haven’t.

.....
.....

SECTION A: EFFECT OF REFUGEE STATUS ON REFUGEE EDUCATION IN THE HORN OF AFRICA

1. Kindly state the effects of refugee status on refugees education in the horn of Africa.

.....
.....
.....
.....

2. What has hindered you from accessing education in Kenya

.....
.....
.....

3. Is the environment you are in conducive for you to access education?

.....
.....
.....

SECTION B: Challenges Somali women refugees are facing in Kenya?

4. Have you sought assistance to enable you access education?

a) Yes

b) No (why)

.....
.....
.....

5. Has the UNHCR been able to approach you as a refugee in Eastleigh, were you assisted or what stopped you from informing them the challenges you are facing?

.....
.....
.....

6. Have you registered with your Embassy to enable them include you in the records of their refugees in the county and assist you to access education?

.....
.....
.....

7. Given a chance, will you enroll into a learning Institution or you prefer returning home?.....

.....
.....

SECTION C: Roles & impact of existing legal, policy and Institutional frameworks in advancing access to education for Somali female refugees.

8. Which of the following are the main challenges you are facing?

- a) Lack of identification
- b) Moral support
- c) Economic empowerment
- d) Any other (specify) i.e. belonging, emotional stability, interaction, security

.....

.....

.....

9. How did you come to Eastleigh?

- a) Through a friend
- b) From Daadab Refugee camp
- c) Other means (please specify)

.....

.....

.....

10. Who are you currently living with in Eastleigh?

.....

.....

THANK YOU FOR FILLING THIS QUESTIONNAIRE



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November 05, 2021

TO WHOM IT MAY CONCERN

RE: MALITI JANET NAFULA – R50/11907/2018

This is to confirm that the above-mentioned person is a bona fide student at the Department of Diplomacy and International Studies (DDIS), University of Nairobi pursuing a **Master of Arts Degree in International Studies**. She is working on a research project titled, **"IMPACT OF REFUGEE STATUS ON FEMALE EDUCATION: THE CASE OF SOMALI WOMEN REFUGEES IN KENYA"**.

The research project is a requirement for students undertaking Masters programme at the University of Nairobi, whose results will inform policy and learning.

Any assistance given to her to facilitate data collection for her research project will be highly appreciated.

Thank you in advance for your consideration.



Professor ~~Martin~~ Nzomo,
Ag. Chair, DDIS
&
Professor of International Relations and Governance



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 250224

Date of Issue: 16/November/2021

RESEARCH LICENSE



This is to Certify that Ms. Janet Nafula Maliti of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: **IMPACT OF REFUGEE STATUS ON FEMALE EDUCATION: THE CASE OF SOMALI WOMEN REFUGEES IN KENYA**, for the period ending : 16/November/2022.

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