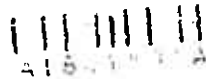


INFLUENCE OF SOCIAL CULTURAL FACTORS ON ACCESS OF PRIMARY SCHOOL EDUCATION: A CASE OF IFTIN PRIMARY SCHOOL, HAGADERA, DADAAB REFUGEE CAMP, GARISSA COUNTY KENYA

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

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DECLARATION


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

Signature.......... Date.....30/11/18.....

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

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DEDICATION

I dedicate this research report to the Almighty God the one who raised me before I was in my mother's womb, to my Parents who taught me, inspired me and guided me throughout my life. I also dedicated to my husband for the support and encouragement he accorded me during this Report.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DFID	Department for International Development
EMIS	Education Management Information System
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
NACOSTI	National Commission for Science Technology and Innovation
SPSS	Statistical Package for Social Scientists
UN	United Nation
UNESCO	United Nation's Educational Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nation's Children Fund

ABSTRACT

The purpose of the study was to explore the influence of social cultural factors on access of primary school education in Dadaab refugee camp. The study was guided by four research objectives. The first objective one sought to assess the influence of domestic chores on access of primary school education in Dadaab refugee camp. Research objective two was to establish the influence of Female Genital Mutilation on access of primary school education in Dadaab refugee camp. The third research objective evaluated the influence of parental attitudes on access of primary school education in Dadaab refugee camp. Research objective four was to determine the influence of early marriages on access of primary school education in Hagadera, Dadaab refugee camp. The study depicts that there are certain minimum requirements or thresholds that are considered essential to be a standard of living, which he terms as psychological or biological such as health clothing, food shelter and sex. This lens depicts the influence of social cultural factors on access of primary school education in Dadaab refugee camp. In this case, a variety of factors were vital in analyzing the extent to which the access of primary school education in Daadab Complex are considered low as girls may successfully complete the primary education (preceding need) and therefore it becomes hard for them to continue unto completion in the succeeding stage (secondary education). The researcher used descriptive survey design. The target population for the study consisted of School Pupils and Teachers. The Study targeted a population of 3,367 respondents drawn from pupils at Ifin Primary school and 60 teachers. The study sample size was 6 teachers and 337 pupils respectively at Ifin Primary school in Hagadera Camp. The researcher used simple random sampling to select 10% of the respondents. Prior to data collection, the pilot exercise on was done to ensure that validity and reliability of the instruments is met. The use of questionnaires and interview schedules formed the main research instruments on the collection of data in the study. The study found out that majority of the respondents indicated that girls were doing most of the domestic work which included cooking 96%, sweeping 83%, caring for the sick 79%, washing clothes 66% the young men did very little other than wash their own clothes. On FGM 61% of the respondents strongly agreeing that FGM had influence on access as it prepared a girl for early marriage. Further, 91% agreed that parental attitude has a major role on access to primary education since the young men would be granted chances to go to school unlike girl. Infact, 93% stated that young men were given preferential treatment towards access to primary education unlike girls. The research found out that majority at 71.7% felt that early marriage had a negative influence on the girls' access to primary school education. At least 77% of the respondents stated that after marriage girls do not enroll back to class. Further, 70% of the respondents mentioned that the girls were married off since it a common Somali tradition which has to be maintained. In light of the research findings, some of the measures that that were to enhance girl's access primary school education in Dadaab refugee camp were; Government/NGO's intervention by introducing Cash Transfer programme among Households at 62.97%, followed by 32.06% on encouraging Community leadership engagement of men and young men, and provision of capacity building support and coaching to key school governance bodies to support for girls' education and at 4.9% Media advocacy on retrogressive Social cultural factors that affect access education e.g. FGM. The researcher concluded that parents be sensitized on girl's education. The government to formulate policies governing early marriages. Gender Equity and equality to be give prominence in education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a major human right, contained in the 1989 Convention on the Rights of the Child and the 1951 Refugee Convention. Host governments in convention are obligated to carry out the provisions of article 22 of the convention postulates that they will accord to refugees a similar action as it given to citizens with reference to basic education. The host government shall accord to refugees' favourable treatment and, in any circumstances, not as much encouraging as that accorded to foreigners typically in the similar situations, with relation to education apart from basic education and particularly regarding access to studies, the acknowledgement of diplomas, foreign school certificates and degrees, the remission of fees and charges and also the give scholarships. (UNHCR 2010).

Educated refugees offer leadership in displacement and in re-building societies recovering from conflict. With quality education, refugees gain the knowledge and skills appropriate to understand and promote gender equality and sustain peaceful coexistence among communities. Schools additionally play an important role in recognizing refugees who are susceptible to abuse, sexual and gender-based violence, recruit and help join them with appropriate services. quality education is key to hold children in classroom, encourage them to remain in school and join secondary and beyond. In this regard, education has a protective effect only if the training is of good quality. This is an incentive to parents in realizing that their children are gaining knowledge hence they send their children to school.

Education has a play an important role on girls and women's ability in that it makes them have additional right sand attain prominence in society, especially in economic freedom as well as political representation. The following example illustrates that education can create a big difference to a woman's likelihood of discovering a well-paying job, which improves the health of the family thereby averting the spread of diseases like HIV and AIDS. Women with little basic education are likely to be poor. In cases where Girls are provided with one more year of schooling past their age may improve in their eventual wages from 10 to 20%. A child is likely to survive who is born by educated woman to adulthood. Children of women who obtain 5 years of basic education are 40 % more likely to live above the age of 5 in Africa. An educated mother is 50 %is likely to have her families immunized against babyhood diseases. (Kapoor, S. June 2000). As reported by UN Secretary-General Ban Ki-Moon, eliminating the obstacles that retain girls and women on the margins of cultural, economic, social, and political lifecycle be a top main concern for all of us, including governments, businesses, the United Nations, and civil society.

These challenges are particularly difficult for girls and young women in these camps. A gendered educational disparity begins at primary and continues once they reach the secondary education level (UNESCO 2016). Due to the nature of refugee camps, is hard to know the number of school-age girls that are not attending formal courses. UNESCO and the UNHCR approximate that around 15 million girls will not go to school and only a third of girls in refugee camps go to secondary school (Ahlen, 2016). Establishing advanced education policies in these sceneries can simplify the issues by providing a sense of status quo, supporting mental healing from stressful familiarities through organized social

activities in a safe space and protecting ventures that families and children have created in the education of children (Sinclair, 2007).

The issue of girls' education needs leaders who can consider marginalized and war affected people in the society. Even though government leaders in growing developing countries typically recognize the importance of girls' training, the ministries given the mandate to work on gender problems are regularly limited in resources and less skilled. The girls that suffer the most and are excluded from education are usually the invisible and they lack leaders who can represent their views concerning education. Therefore, they need local representations in the government to champion for their academic, in civil society, in business and in practice. These champions can articulate the demanding conditions that the local community face regularly and then link their views to national, regional and international discourses.

The global community has also significant task to play in supporting these champions and leaders by helping them to be heard internationally so that girls' education and gender equality can be advanced and make sure that it does not fall off the global policy agenda. These voices can focus on gender equality and make their voices heard, a vision which is far from completion.

1.1.1 Refugee Education in Dadaab

The in the sector of education in Dadaab comprises pre-school, primary, secondary, adult literacy, vocational training, special education and scholarships for higher education. The schools preserve the curriculum of Kenya. In the 3 camps, only 22 primary schools are available, there are seven secondary schools, 4 Youth Education Pack; vocational teaching

centers (the center in Dadaab town is for refugees and youth from the host community), 3 adult centers of literacy and 3 libraries. Additionally, there are 6 private schools following the curriculum of Kenya including a number of schools teaching religion (Madrasas and Duksis).

According to report provided by (UNHCR EMIS October 2011) in regards to enrolment and students currently learning at Dadaab schools both genders, girls access in schools is still low accounting to 39% for girls compared to young men at 61%. In Dadaab the number of girls enrolled in early childhood education level is 4,398 as compared to 7024 young men with a total population of 11,422 pupils. The number of girls enrolled in primary school is 20,125 in comparison to 30,384 young men in the same level of education totaling to 50,509 pupils. Those enrolled in Primary Accelerated Education programme are 591 girls against 902 young men, which accounts to 1,493 pupils.

1.2 Statement of the Problem

Regardless of significant progress, the aim of universal primary education by 2015 and even the limited aspiration of getting all children into school has not been met. In Kenya, Arid and Semi-arid regions, primary school enrolment, especially of girls, is significantly low whereby many of the people consist of nomadic pastoralists. Culturally predominant regions as North Eastern that practice female genital mutilation (FGM) and early marriages school attendance for girls is usually affected (UNICEF, 2009).

These challenges are particularly difficult for girls and young women in these camps. A gendered educational inequality begins at primary and continues after they reach the secondary education level (UNESCO 2016). UNESCO and the UNHCR estimate that

nearly 15 million girls will not attend school and that only a third of girls in refugee camps attend secondary school (Ahlen, 2016).

A saying by old Somali, "A mother is cooker, laundry woman, wife and nurturer to her spouse that to some point, the customary role of ladies in Somali community, where ladies stay at the bottom side of the communal ladder. A saying in local Somalis in Dadaab, for instance, is 'Gabaramaguntirageedama god hakagajirto' (a girl should choose either be married or be buried alive).

A report by UNHCR postulates that there was no registration at the primary school level for young men owing to child labour, Dukxi classes, parental ignorance and drug abuse. Similarly, girls not registered in school was affected by Dukxi classes, early marriages, child labour and domestic chores. Non-registration is due to attending of Dukxi indicate that parents choose spiritual education as compared to formal education at the developing stage. Traditional practices like early and forced marriage, including child labour, shyness and lack of knowledge on maturation, menstruation are making girls not to access education in Dadaab refugee complex are among the mix of cultural practices in North Eastern Kenya. Whereas young men are normally stimulated to attend school as compared to girls' education.

1.3 Purpose of the Study

The research sought to determine the effects of social cultural factors on access of primary school education in Dadaab refugee camp.

1.4 Research Objectives

The objectives were;

- i. To assess the influence of domestic chores on access of primary school education in Dadaab refugee camp
- ii. To establish the influence Female Genital Mutilation on access of basic school education in Dadaab refugee camp
- iii. To evaluate the influence of parental attitudes on access of primary school education in Dadaab refugee camp
- iv. To determine the influence of early marriage on access of primary school education in Dadaab refugee camp

1.5 Research Questions

1. How does Domestic Chores affect access of primary school education in Dadaab refugee camp?
2. How does Female Genital Mutilation influence access of primary school education in Dadaab refugee camp?
3. How do parents' attitudes influence access of primary school education in Dadaab refugee camp?
- 3.3 To what extent does early marriage influence access of primary school education in Dadaab refugee camp?

1.6 The Significance of the Research

The research intended to find out the influence of social-cultural factors on access of primary school education in Dadaab refugee camp. The findings of the study would benefit to humanitarian agencies providing education in Dadaab, National government, County

government of Garissa in addressing the barriers and establish long-term solutions that will last even with the current repatriation exercise that seeks to re-integrate Somali refugees back to their mother country. The study was to enlighten and empower parents, community leaders, engage men and young men in getting to champion the rights to girl's education to not only access, retain and enhance transition with high numbers to upper grades. The study findings had a contribution to policy formulation and decisions towards ameliorating education on refugee Somalia girls both in planning and making informed budgetary allocations towards it. The study laid a foundation for further expansion on the research study.

1.7 Basic Assumptions of the Research

The following were the basic assumptions of the research

- i. That the respondents would cooperate with the researcher in giving the required information vital for the research
- ii. That the research would proceed on without any hitches especially attacks and incursion from the Islamist military group Al-Shabaab at Dadaab.

1.8 Limitations of the Research

Self-reported data; the researcher relied on what the respondents said on the questionnaire. This may consist of many significant sources of bias such as forgetting experiences or actions that took place at some point in the past. The researcher at this point referred on the secondary data source for the phenomenon events & experiences that happened during that time duration.

Habituation bias; in this case the respondents providing the same answers to questions that are worded in similar ways. The researcher engaged the respondents in a conversation and continued to vary in question wording to minimize the bias.

1.9 Delimitation of the Study

The study was limited to Dadaab Sub County of Garissa County. The camp has 306,321 registered refugees 'majority of them being of Somali origin as compared to other refugee nationalities in the camp comprising of Ethiopia, Sudan, DR Congo among others whose population was at 179,829 (UNHCR EMIS April 2017). The study therefore has confined itself to social cultural factors on access of primary school education in Dadaab refugee camp.

1.10 Significant Terms Used in the Study

Access of primary school Education-Ability to go to school and get knowledge and skills at any recognized approved elementary learning facility without any hindrance.

Domestic Chores-housework activities undertaken by children for the day-to-day running of a home.

Early marriages- a marriage below 18 years of age, even before the girl is physiologically physically and psychologically ready to endure the duties of marriage and giving birth.

Female genital mutilation-is any surgical adaptation of the female genitalia, including all processes involving partially or a complete elimination of the external female genitalia or other injury to the female genital organs for non-therapeutic or cultural reasons.

Refugee- person who runs away from his/her country as a result of war, natural calamities or political instabilities and he /she is hosted in another country in one particular place (Camp) with few restrictions of movement from one place to another,

Social cultural factors-refer to some set of beliefs, customs and practices that hinder girl's ability to access education.

1.11 Organization of the Research

The study report contained three sections. Section one involves background of the research, problem statement, study purpose, objectives of the research, importance of the research, limitations of the research, delimitations of the research, assumptions of the research, definition of the important terms and organization of the research. Section two contain literature review. Section three contains research design, target population, area of research, sample size and sampling procedures, research tools, validity of the instruments, reliability of the research tools, procedures of data collection, data analysis methods and Ethical considerations in research. Section four involves the research findings, and interpretations while the final chapter five presents the summary of the research, discussions, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focuses on some of the existing literature with an aim to identify the research gaps that this study intends to fill. The literature review involves sub thematic areas such as Domestic labor, Female genital mutilation, Parental attitudes and Early marriages as social cultural factors on access of primary school education in Dadaab refugee camp.

2.2 Access of Primary Education in Kenya

Some years back, education was seen as a burden by many parents (Akinyi et al., 2002). Children of who attained the age of going to school were not enrolled to school to and learn. With the coming of President Mwai Kibaki into power, primary education was made free but was not fully implemented which gave rise to other problems that the government had not planned for. There were fewer classrooms with no desks and chairs, fewer teachers to tackle the newly enrolled pupils. An inspection to primary schools revealed that most girls enter school at a late age because of the demand for their labour in their homes such as assisting in looking after their young siblings. They feel ashamed schooling with their young brothers. Because of this, girls frequently fail or arrive late in school. This affected their moral and even the passion to learn and eventually drop out of school. UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. The parents' level of education also contributes much on the girls' access of primary education. This is so because most of the parents to these girls are illiterate hence, they don't consider going to school as important in their children's lives especially girl-child education.

2.3 Domestic Chores and Access of Primary School Education

Children evidently are hungry to study, however face discouraging limitations to attending school, particularly girls. In accordance to research done by CARE, girls have six occurrences of having advanced home duties as compared to young men of their age or miss out completely to attend classes omitting important learning hours. These girls regularly devote their daylight hours performing domestic chores or providing labour for earnings hence preventing them from learning during day light (yet sunlight is the only source of light available for studying and working). A report released by (UNICEF 2016) found out that girls around the world spend 40 % more time as compared to young men on unpaid domestic chores of same age which amounts to 160 million hours a day more. All those hours consumed on chores also restricts girls' abilities to spend time on normal childhood activities like playing and education. Somalia, Ethiopia and Rwanda are the three countries where girls are most involved with domestic chores, whereby over half of the girls consume 14 hours per week on chores. Somali girls spend 26 hours per week on domestic chores. She works from dawn to dusk cooking, drawing water, collecting firewood, nursing the young and the sick, cleaning the house and all other household duties of the girl inherited from her mother. Mire (2002), asserts that girls or women in the Somali community are discouraged to pursue education. They are restricted to remain at home to do domestic chores. You will find only girls working around the clock while fathers arrive from their occupations and young men arrive from schools.

Girls and women are instructed to serve the men and young men in the house by preparing for them water for food and bathing. After meals, the men and young men go to sleep while women and girls start washing the utensils (Mire, 2002). According to Chebet (2005)

Somali girl is always expected to perform domestic duties in the house before she goes anywhere. This has been a great challenge to the girl since they end up getting late to school and feel very tired making her not to have 100% concentration in the class.

Overworking of girls with a lot of chores cause them to perceive that their role are meant to be in the kitchen and for this reason this makes them lose interest in education whilst some leave school because their parents discourage them to pursue and give attention to their schoolwork. Chapman (2002) states that young men and girls are socialized into their respective productive and reproductive roles at an early age: young men are a lot likely to undertake responsibilities that fortify a notion of providing for and materially supporting their own family even as girls are more likely to assume care duties. Chapman (2002) further argues that Somali refugee women are out-performed by way of young men in country wide examinations and are not likely to proceed to secondary training in comparison to young men.

Lower academic achievement is due to competing demands on their study time (such as domestic chores that make them late for school or unable to complete homework). The Somali Refugee community has refused to accept the fact that their girls need to attend school 100% without undertaking their housework chores and this has affected the Somali refugee girl's access in primary school.

2.4 Female Genital Mutilation and Access of Primary School Education

Though Africa is the most frequent place where female genital mutilation (FGM) is practiced, is also practiced in places such as Europe, France and Germany (Bryan, 2000). Popular places where FGM is practiced in Africa are Somalia, Sudan, and Mali (Dorkenoo, 1994).

Various governments have banned the practice in their own countries. In the USA for example they banned it in September 1991 as they seek to organize ways to cope up with the problem. The U.S.A Department of Health and Human services is at work with the centers for Disease Control and the Immigration and Naturalization Service including a number of Non-governmental organizations to increase ways of assisting lots of African women at risk within its limits. Even though, these efforts are difficult with the aid of condemnation from a few within the African community who see such movements as discriminatory and interferences with African cultural practices (Dorkenoo, 1994).

UNICEF (2005), accounts that Kenya belongs to some set of African Countries' where FGM frequency rate ranges from 25 and 79 percent. Nevertheless, among the Somali network in Kenya, the FGM frequency rate stands at 97 percent (DHS 2003). That is nearly a similar pattern and significance of the practice observed in Somali refugees within the Dadaab refugee camp. Eliminating this exercise in refugee camps is definitely hard because of the various backgrounds and cultures represented inside the camps. In Dadaab, the majority of the refugees are Somalis, even though the camp also includes Sudanese, Ethiopians, Eritreans, Ugandans, Burundians, and Congolese. A survey done by CARE (Non-governmental Organization in 2008 indicated that among the Refugee populations about 77.4 percent affirmed that FGM/Cis a common traditional practice. At Dadaab

refugee camp, as much as 97 percent women have gone through either *Sunna* (type II) or infibulation (type III). The Somali community is recognized to exercise infibulation, popularly identified as ‘Pharaonic’. *Sunna* is believed to have its foundation in Islam and this has justified the devotion to the exercise.

Due to deeply rooted social and cultural practice, is usual for women aged beneath 10 years to be pulled out of basic schooling, and compelled to take part in the atrocious traditional female initiation ceremonies. In Somali contexts, the social norm upholding the exercise is so influential that households have their daughters cut even when they are conscious about the lasting physical injury. “It’s a problem to school a Somali girl, particularly in southern and central Somalia,” said Nazlin Umar Rajput, chairperson of the National Muslim Council of Kenya and an advocate for the rights of minority groups and women in East Africa. “majority of families choose to marry them off at an early age after undergoing FGM. The girl child has limited space in education since there’s extensive child marriage propagated through culture and religion.” “majority of the girls leave school at the age of 11 to 12,” said Omar. “When schools are closed, they are taken by their parents and required to undergo FGM. After the process, you will at no time see them again. They get married to old men and disappear forever.”

In addition to reproductive health effects such as extreme bleeding during childbirth, urine incontinence and lack of sex interest because of labia minora and spoiled clitoris, FGM additionally interferes the girls’ education due to retained menses. There are 1665 lessons in a learning year of 37 weeks in which out of these, refugee girls of reproductive age who underwent FGM/C miss 486 classes in a year throughout their menstrual days, accounting for 30 percent of study time lost.

According to Women's Global (2007), a non-governmental organization, established that majority of girls quit school immediately they undergo female genital mutilation (FGM). The practice is done on girls of 12 or 13 years old, who mostly quit school to marry and start a family. The practice involves a ceremony to perform the cutting, followed by 6 to 9 weeks of long seclusion for the wounds to heal.

In spite of the government of Kenya ban on FGM, Somali parents nonetheless exercise it on their girls. The Somali girls are though still being pressured to go through the disfiguring and dangerous circumcision ceremony regardless of the condemnation by the United Nation and modern leaders of Muslim to FGM (Shurgin, 201). Girls go through this suffering as young as 6 years of age and some go through it when they are older depending on their parent's wishes.

Formal basic schooling of girls is delayed by this deleterious culture. This way of life creates majority of girls undergo education when they are older, tied with early betrothals arranged by parents to capable husbands. This underwrites girls quitting school for marriage. Additionally, the girls come across school harassment because of the expectations that after the rite of passage the women should assist with housework/chores and marriage (UNESCO, 2016). Often, girls are required to prepare for marriage must get involved in customs or practices such as FGM to assist transit her to adulthood.

In communities where FGM is practiced, girls who don't undergo the cut are always isolated and stigmatized in the form of embarrassing them (name-calling). This manifest itself in the school environment as of her status of being uncut. Some girls even experience

rejection from family members and in some cases lose parental or family support for their access to education (Pesambili, 2013).

Men involved in managing the challenge are vital since they are the keepers of culture and gatekeepers on religious concerns. For this reason, females are certain that their daughters should get circumcised in order for them to get married. Further, men fear the stigma of getting married to uncircumcised girls and thereby forcing them to get the cut.

2.5 Parental Attitude and Access of Primary School Education

Many girls around the world do not go to school, hence they live in hardship and extreme poverty due to not getting educated. Girls are excluded from their right to education due to cultural and social beliefs which go hand in hand with inequality whereby sons are the most preferred by their parents to go to school as they see that educating a girl is quite costly. Girls' education is often seen as 'watering a neighbors' tree', hindering them to be taken to school. According to Guha & Sengupta (2002:1621), girls are married at a young age in many regions. They are seen as poor investment when educated because they are believed to benefit their natal families.

Education is often withdrawn in reality due to the fact it encourages rebellious behaviour in women making the prospective women unable to get suitors for marriage. Holmes (2003) argues the cost of sending girls to school in sub-Saharan African countries is costly. This is they believe that when they educate a girl child all the benefits go to their in-laws.

The academic fulfillment of a girl child is predisposed by cultural beliefs. Chapman and Heneveld (1995) note that parents fear pending money on educating girls due to the fact they are more likely to get pregnant or married earlier before concluding school. As soon as they get married, girls become a part of other family and parent, and they believe that they have lost their investment. whilst young men are usually supported to attend school, education barrier to girls remain. A local saying amongst Somalis in Dadaab, as an example, is 'Gabarama guntira geedama god hakagajirto' (a lady should either be married or within the grave).

Religious misconceptions and belief that mixing young men and girls is evil influence parents in choosing preferences for schools. In the event, there are no separate young men' and girls' schools as is the situation in Dadaab primary schools the parents don't enroll their girls to the mixed schools due to the belief that the girls would become delinquent.

Parental cultural beliefs in form of according preferential treatment to the boy child compound in denying education opportunity for girls. In refugee's schools in Dadaab, the number of young men disproportionately outnumber girls in primary and secondary schools due to old-fashioned cultural norms and practices that often deny girls to get educated. The patriarchal nature of the Somali society places the boy child as the first benefactor of social goods and education at the expense of the girl's entrance to education.

2.6 Early Marriages and Access of Primary School Education

Early marriage, also referred to as teen marriage, is defined as "marriage executed under 18 years of age, earlier than the woman is physiologically, physically, and psychologically equipped to bear the obligations of marital or childbearing." Marriage of child

alternatively, includes moreover one or both partners being children and may take place without or with formal process, and under civil, non-secular or standard laws UNICEF (2005a).

Parents or caregivers' resort to child marriage in wars and civil conflict as a way of protecting and survival strategy of their children. Refugee existing in camps may be incapable of protecting their daughters from rape, and so marriage to a tyrant or gladiator may give protection to their child. Young girls or orphans separated with their parents' resort to marriage as the only way to survive and get protection (De Smedt, 1998).

Marriage is thought to be a sacred and blessed event in Somali Community as it usually takes place only once in a person's lifetime. For Somali girls, early marriage is a common fact. Parents exchange their daughters for small amount of money due to numerous reasons such as poverty and fear of their daughter getting unwanted pregnancies. Some parents consider school as a way of over indulgences for their daughters and the belief that women's roles consist of caring for their husbands and children. Women the Campus grades are looked upon with perturbation (Hawa, 2016).

Early marriages practices also make pursuing education in accessible for many girls as after marriage as many are not willing to return to schools due to their family commitments as wives therefore this does not allow them to continue pursuing their education hence dropping out of school. After marriage, not many girls would be willing to go back to school and when the opportunity doesn't present itself to attend school, their sidelining is further displayed in their general silence and unwillingness to ask questions in class

(Dugger. C.W. 1996). In addition, family commitments do not allow them to continue pursuing primary education hence dropping out of school

Al-shabaab efforts to impose harsh version of sharia laws influencing early marriage also contribute on access of the girls' education. They sponsor the campaign girl's marriage to fighters while still in school. Girls are abducted from school, in public places and from their homes, often through threats and violence against them and their family members. Abducted girls are given chores such as cleaning, cooking and other domestic duties in the camps. Girls and young women are not only used for support to combat operation by Al-Shabaab, they are also raped and forced to marry the fighters. Families and their children as well as their teachers who try to prevent recruitment and abduction or who attempt to get away face are punished severely. Parents who have tried to intervene or guard their children now and then have been killed by Al-Shabaab. In some instances, community leaders and parents have effectively discussed the release of kidnapped children with al-Shabaab leaders (Anderson, David M., and Jacob McKnight, 2015)

There is also imposition and harsh understanding of Islam on schools in areas controlled by Al-Shabaab. They forbid the learning of English, the sciences, and other subjects which are deemed incorrect, as they impose extreme regulations on ladies' dressing and collaborations with male students. They often threaten or kill teachers who repel their strategies, lecture students on jihad and warfare as a enrolment device, and put their specific teachers in schools. Teachings are generally left lacking substance, teachers have escaped, and areas where learning institutions that have not closed down completely, children are denied significant schooling and always scared for their own safety hence for this reason they drop out of school in large numbers. Girls tend to drop out and this is evidenced in the

class attendance registers in schools in which Al-shabaab insurgents attack (Human Rights Watch, 2008).

While marriage does not require that a boy or a girl schooling ends, the approaches of parent and partners our societies suggest that it often does. Unmatured wives are often expected by their husbands who follow their traditions that their wives should stay home and perform domestic chores and take care of their children. Girls tend not to go against their husbands needs at the same the husband's relatives may refuse to further the girl's education. When girls drop out of school to get married, it affects the whole community and the future generation (Ingrid Lewis, 2009).

Girls are deprived of their adolescence due to early marriage. Majority of traditional societies the notion of adolescent age being between puberty and adulthood is unknown. According to them, a girl who menstruate can be able to bear children hence a Woman. Convention on the Rights of Child advocates up to 18 years of age and deliberates childhood as a course of growth one that does not end with physical maturity marker. Karua (2013) asserts that girl's education is affected by early marriages practice of early marriage which is inherent in the Somalia refugee community.

World governments have affirmed universal right to education for more than 50 years. The recent being the MDGs implemented by the 191-member states of the United Nations in 2000 of which 119 million children consisting of 62 million girls still don't get these educational rights. UNICEF (2004) stipulates that outside the industrialized world, only 76 percent of young men and 70 percent of girls attend primary school.

The school is an essential institution other than the family concerned in moulding young individuals into entire dimensions of adult responsibilities and roles. Being in school for a longer period of time have been associated with positive results, such as marrying when mature, decrease fertility, and healthier and better-educated kids and also improves standard of living but, early marriage necessarily denies school going children of their educational right and their development in preparing them for adulthood, active contribution to future and wellbeing of their family and society as whole (Harper, Caroline; Jones, Nicola; Watson, Carol, 2012).

2.7 Theoretical Framework

This research is based on Abraham Maslow's theory of hierarchy of needs which was established in 1940 to 1950s and it remains usable today for considering human motivation, management training, and personal growth. Abraham Maslow argues that human beings have five fundamental needs which consist of physiological needs, safety needs e.g. protection, security, then belonging and needs e.g. family, affection, work group, thirdly is esteem needs such as accomplishment, status, responsibility, reputation and the needs of self-actualization which entail personal growth and fulfillment. Maslow argues that upon an individual achieving a particular stage of a need, his /her desire for the next need surges hence movement to the next stage until the individual achieves the highest level of needs which is the need of self-actualization (Maslow, 1943).

Every individual is stimulated by needs. Our most main desires are natural, having developed over 10,000 years. Abraham Maslow's Hierarchy of Desires allows to provide a description of how these desires encourage us. Maslow's Hierarchy of Desires states that we have to fulfill each need in turn, beginning with the primary, which agrees with most

palpable wishes for existence of itself. when the lower order wishes of emotional and physical well-being are fulfilled, we are tangled with the higher order desires of influence and personal development. This theory will fundamentally be relevant to this study as it will be the lens that will depict the influence of social-cultural barriers on access of primary school education in Dadaab refugee camp.

A variety of factors were vital in analyzing the level to which the access of basic school education in Daadab Complex are considered low as girls may successfully complete the primary education (preceding need) and therefore it becomes hard for them to continue unto completion in the succeeding stage (secondary education).

According to Maslow, there are some least possible requirements or rather thresholds that are considered essential to a living standard which he terms as physiological or biological needs; such as health, clothing, food, shelter and sex. These primary need to be satisfied before other needs are satisfied (Maslow, 1943).

2.8 Conceptual Framework

The correlation between the social cultural factor and access of primary school education in Dadaab refugee camp can be conceptualized at a fairly overall level as depicted in Figure1 as a contributing factor related to some set of underlying factors that have an impact on the access of primary school education in Dadaab Refugee camp.

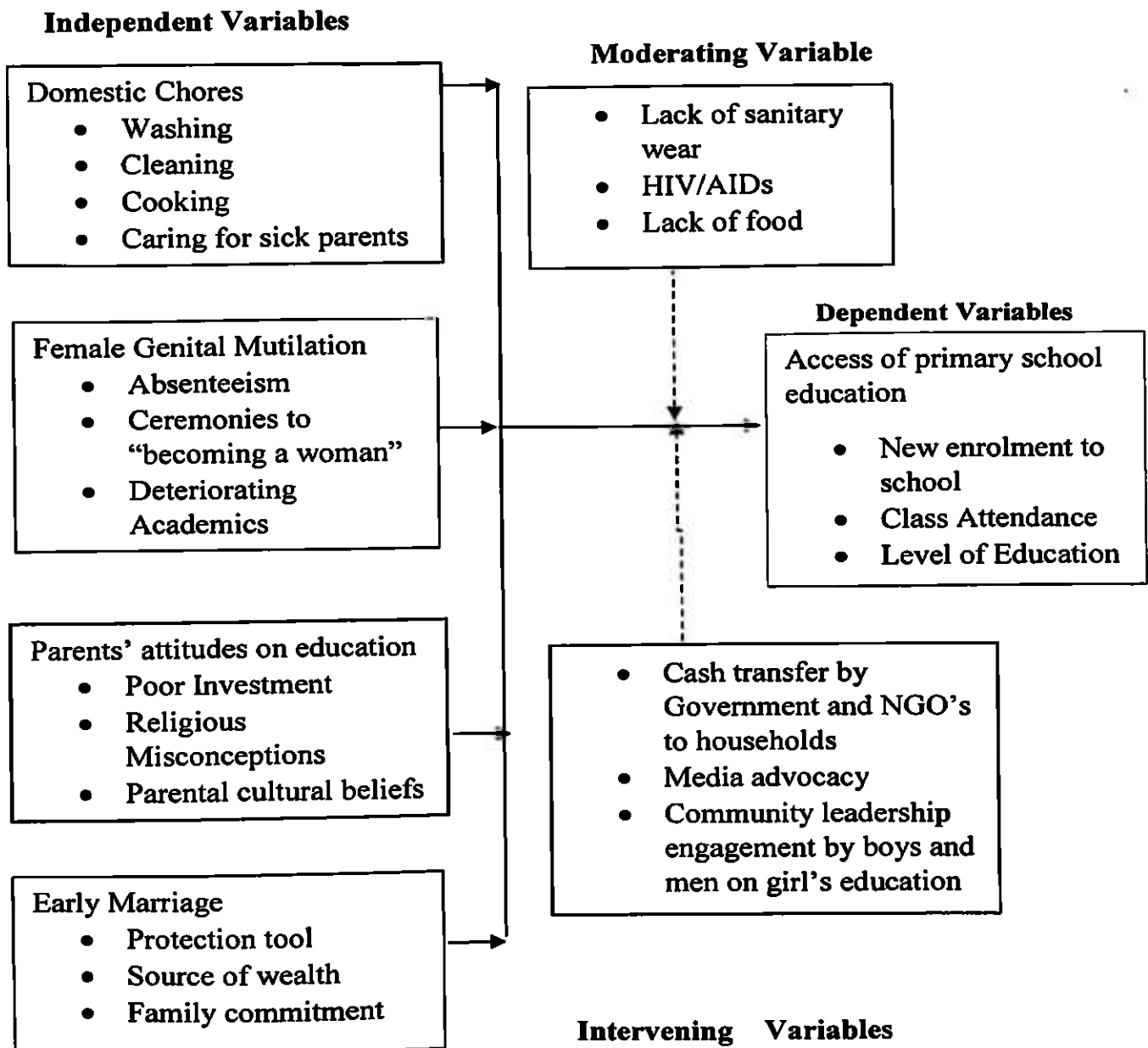


Figure 1: The relationship between Independent and Dependent variables

2.9 Explanation of Relationships of Variables in the Conceptual Framework

The conceptual framework as evidenced in figure 1 above indicates the theoretical model that depicts the variables and their possible patterns of influence on each other and how they affect the access of Primary school education in Dadaab Refugee Camp. The

conceptual framework applied to this study identifies domestic chores factor, Female genital mutilation, Parent's attitude on education and Early marriage factors as the independent variables. It also identifies the dependent variable as access of primary school education in Dadaab refugee camp. The effects of FGM on girls include Absenteeism and pre-marital sex, which affect girl's access and attendance to school negatively. Further, domestic chores, which includes cooking, fetching water, sweeping, and washing clothes tend to take a lot of girl's time and therefore are not able to attend school, unable to revise and do their homework effectively. Early marriages among the girls is a barrier to the access primary education. This is because majority of these girls are not willing to go back to school and when the opportunity presents itself to attend school, their sidelining is further demonstrated in their general silence and reluctance to ask questions in class of origin. Parental Attitudes in regards to cultural issues where sons are most preferred over girls, combined with parental beliefs that girls' education is often expensive and is seen as 'watering a neighbour's tree', hence becoming risk factors for girls' access to primary school education.

2.10 Gaps in Literature Reviewed

Is approximated that girls and women make up about percent of the world's refugee populations. Is also likely that 20 million young people in the world are refugees and displaced victims of people's wars and conflict who have realized atrocities and survived trauma (UNHCR 2003 a,b). Moreover, some of the social cultural barriers such as Early marriages, domestic housework chores, Female Genital mutilation, parental attitudes towards girls tend harbor access to education. According to Dorkenoo (1994) efforts by stakeholders to solve some of these aspects are complicated due to the criticism held from

within the African communities who see such actions/mitigation measures towards the social cultural factors as form of racism and intrusion upon the African practice. This research therefore shall investigate some of the criticism posed/ held within the African communities residing in Dadaab, understand the rationale and propose mitigation measures that directly impact on the criticism held by the community members.

2.11 Summary of the Chapter

Despite dramatic improvements over the last decade, progress towards achieving education for all is yet to be achieved. United Nations Educational, Scientific and Cultural Organization (UNESCO 2013) argues that millions of girls around the world are still don't get basic education. Out of 31 million girls attending primary education 17 million of these are anticipated to have never gone to school. In Kenya, striking differences in admission rates are manifested at local levels. instance, about 99 percent of girls and young men were likely to be in school in Central Province in 2008/09. Besides girls performed poorly than young men in NE Province, at 56 % and 64%, in that order. The report of the government relates gender variations in school contribution in Kenya to traditional and cultural obstacles that hinder girls from going to school. These practices include female genital mutilation and early marriage that affect the older girls between 6-to-13 primary school age group hence quitting school. This research is an attempt to fill this gap by investigating the social cultural factors in access to primary school education in Dadaab refugee camp.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of the research methodology including data collection designs and procedures under the following subheadings; study design, sample and sampling procedures, target population, research tools, validity and reliability of tools, data collection, procedures and data analysis

3.1 Research Design

This research embraced a descriptive review research design. The aim of this study was to examine the influence of social cultural factors on access primary school education in Dadaab Refugee Camp. The researcher used descriptive survey since it is concerned with describing the features of a particular group. Descriptive survey design as a technique that allows one to collect data from relatively large number of subjects at a given time (Mugenda and Mugenda 1999). The technique was thought to be convenient to the researcher since it permitted to collect data from the entire population, interpret and find a correlation between the variables and their implication.

3.2 Target Population

Target population refers to all members of the actual population otherwise can also be referred to as all members of the actual set of people, events or objects to which a research wishes to take a broad view of the outcomes of the research. According to statistics provided by UNHCR Dadaab refugee EMIS (March 2018), at Hagadera, camp where the research will take place there are Six primary schools with 20,198 Pupils thus 12,077 young

men and 8,121 girls. The total number of teachers at Hagadera camp is 400 UNHCR Dadaab refugee EMIS (March 2018). The study therefore targeted a population of pupils & teachers at Iftin Primary School in Hagadera whose population is 3,367 pupils together with their 60 teachers UNHCR EMIS (March 2018)

3.3 Sample size and Sampling Procedure

A representative sample is one in which the outcomes got for the sample can be taken to be true for the whole population, that is it enabled the examiner to be able to generalize from the outcomes. (Hussey & Hussey (1997). In this case, Mugenda and Mugenda (2003) argue that a sample size of 10 percent of the population is considered satisfactory for descriptive research. Therefore, 10% of the researcher's population. At Iftin the population of pupils is 3,367 hence the sample size was 337 pupils and 60 teachers, hence sample size is 6 teachers for the study (Iftin school enrollment records August 2018).

Table 3.1: Sample Size

	Population	Sample
Pupils	3,367	337
Teachers	60	6
Totals	3427	343

3.4 Data Collection Instruments

The data for this study was collected from primary and secondary sources of data collection. The secondary sources comprised of the records, past research by other scholars and documents. The primary sources were vitally considered as subjects of the study who to give actual data collected from the field. Questionnaires (337) and interview guide (6) were used in data collection. The questionnaire was structured with closed-ended questions

to the pupils while the interview guide used on the teachers. A questionnaire can refer to a study instrument which collects data over a large sample (Kombo & Tromp, 2006).

3.5 Validity of the Research Instruments

Content validity of the tools measures the level to which the items represent specific areas enclosed by the research. The researcher used content validity to check whether the objectives are represented in the research tools. The researcher conducted a pretest among the sampled pupils and teachers at Iftin primary school-Hagadera with an aim of evaluating the clarity and application of the queries in the questionnaire and the interview schedule (Orodho, 2003).

3.5.1 Reliability of the Research Instrument

To establish the reliability of instruments, a split-half method was used through the pilot study (Kasomo, 2006). At the pretest, the questionnaire was given on a random sample of ten pupils and ten teachers. The outcomes of the pretest were later split into two halves, then using the odd-even item numbers divide and then correlate using Pearson Product-Moment Correlation Coefficient, which then showed the degree of association from the responses provided from the two sets. The outcomes from two halves were analyzed and the outcomes discovered that there was a strong relationship between the two hence there was no reliability problem with the test. A correlation of 0.5 was considered as a good measure of reliability of the instrument.

3.6 Data Collection Procedures

The researcher got introduction letter from the University of Nairobi, which aided in securing research permit with the MOEST under the mandate of National Commission for Science, Technology and Innovation (NACOSTI). The letter was also shared with the Head of UNHCR Sub- office in Dadaab and the Refugee Affairs Secretariat at Dadaab since they are in charge of refugee affairs in the camps. The researcher conducted a pre-visit to the pupils and the teachers in order to build rapport before the actual data collection for familiarization and explained the significance of the study before giving out questionnaire to the respondents. The questionnaire and interview schedule were administered personally by the researcher and collected immediately. The researcher assured the respondents of high level of confidentiality when dealing with the information collected from the questionnaires. Instructions were also explained very well to the respondents prior to the issuance of the questionnaires. All the dully filled questionnaires were gathered once filled out.

3.7 Data Analysis Techniques

The data was checked to determine if it accurate, well completed and there identified the items wrongly responded to, spelling errors and blank spaces. As for the Qualitative data the researcher analyzed using steps recommended by Kothari (1999). Kothari argue that qualitative data analysis contains 3 procedures that is data display, data reduction, and conclusion drawing and verification. Step one of qualitative data underwent reduction and organization, coding, removing of irrelevant data. In step two, the researcher drew conclusions from the mass of information which was presented in the form of tables, (Kothari,1994). In step three, the researcher concluded and verified the data. Quantitative

data was identified by the levels or scales of measurements such as ordinal, nominal, interval or ratio.

The researcher also employed data analysis procedures such as frequency distribution and percent distribution, use of moderate and advanced analytical method. The frequency distribution incorporated categorical data values that provide “No” and “Yes” responses on the questionnaires. The social cultural factors were analyzed using frequency distribution and percentages and thereafter computed using Pearson correlation coefficient. The researcher used the regression analysis in describing the relationship between the variables such as to know whether Female Genital Mutilation has influence on access of primary school education in Dadaab refugee camp. Thematic analysis was incorporated in order to gain insight and knowledge from data gathered especially on themes such as early marriages, Domestic Chores and Parental Attitudes in accessing Primary Education in Dadaab Refugee Camp.

3.8 Ethical Considerations

The researcher ensured that confidentiality of the participant was upheld and inform the participant the intention of the study. The researcher sought Authorization by securing a research permit before embarking on data collection. The data was collected and analyzed it professionally to make sure that it conformed to the determined judgement. The researcher obtained a research permit form the National Commission for Science, Technology and Innovation so as to authorize this study. Additionally, in protecting the respondents' identities, data was reported as a block instead of putting weight on individual cases or coined pseudo names for the interviewees. These are the major ethical issues in research (Kothari, 1990). In addition, the research did not require respondents to identify

themselves for taking part in the study. However, those who provided their identities, their names shall did appear as relevant features during the reporting process.

Table 3.2: Operational Definition of the Variable

The operational variables used by the researcher in the study were presented in Table 3.3.

Research Objectives	Variables	Indicator	Measurement	Tools of Analysis	Types of Tools
To assess the influence of domestic chores on access of primary school education in Dadaab refugee camp	Independent Domestic Chores Dependent Access of primary school education	Cleaning Washing Caring for Sick Parents School attendance by pupils	Nominal Ordinal	Quantitative	Descriptive
To establish the influence of Female Genital Mutilation on access of primary school education in Dadaab refugee camp	Independent Female Genital Mutilation Dependent Access of primary school education	Absenteeism Deteriorating Academics Enrolment/Class registers School attendance by pupils	Nominal Ordinal	Quantitative	Descriptive
To evaluate the influence of parental attitudes on education access of primary school education in Dadaab refugee camp	Independent Parental attitudes on education Dependent Access of primary school education	Cultural Beliefs (Asset to another Family) Family Background Level of education School attendance by the pupils Enrolment/Class registers	Nominal Ordinal	Quantitative	Descriptive
To determine the influence of early marriages on access of primary school education in Dadaab refugee camp	Independent Early Marriage Dependent Access of primary school education	Rite of Passage Bride price Paid to girls Absenteeism School attendance by the pupils Enrolment/Class registers	Nominal Ordinal	Quantitative	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

Section four outlines the information analysis that was collected from the field. The section is split into sections including the response rate of the respondents, demographic information of the respondents and the analysis of data supported. This study investigates the influence of social cultural factors on access of primary school education in Dadaab refugee camp. The chapter also focusses on the underlying factors that have an impact on the access of primary school education in Dadaab Refugee camp. They include; Domestic Chores, Parents' attitudes on education, Female Genital Mutilation and Early Marriage.

4.2 Questionnaire Return Rate

Out of 343 questionnaires that were administered, all questionnaires were fully filled and returned. This represents a questionnaire response rate of 100%. The response rate obtained in this study was considered very ideal for analysis. Mugenda and Mugenda (2003), states that a response rate of 50% is adequate, whereas a response rate of more than 70% is very good, the response rate in this study was considered sufficient to be used for making sound inferences. Response rate is understood as completion rate. It is the number of individuals who have answered the survey divided by the number of individuals within the sample. It is typically expressed as percentage. The results on questionnaire return rate was presented in Table 4.1.

Table 4.1: Questionnaire return rate

Returned	343	100
Not returned	0	0
Total	343	100

From the interviews that were conducted 100% of the questionnaires were returned. This indicated that the respondents took their time to respond to the study and possibly interested with the study results.

4.3 Demographic Data for the Respondents

The general demographic information in this sub-section was obtained by use of multiple choice questions for the respondents (both teachers and pupils) at Iftin primary school at Hagadera Dadaab refugee camp were to present data concerning their gender, age or respondents, distribution of pupils according to their classes, distribution of length stayed in the camp, level of education of teachers and period of time teachers stayed in the camp.

The demographic characteristics of respondents obtained are tabulated as follows:

4.3.1 Gender

The study sought find out the gender of the respondents. The findings were shown in Table 4.2.

Table 4.2: Gender

Gender	Frequency	Percentage
Female	201	59
Male	142	41
Total	343	100

From the results, majority of respondents were female with 59% while 41% of the respondents were male.

4.3.2 Distribution of respondents by age

The study sought to find out the age of respondents at Iftin primary at Hagadera refugee camp. The findings were tabulated in Table 4.3.

Table 4.3: Distribution of respondents by age

Age	Frequency	Percentage
9 – 12	18	5.341
13 – 16	74	21.95
17 – 20	230	68.2
Above 20	15	4.45
Total	337	100

The analysis in Table 4.3 shows that most of the respondents 68% were pupils between 17 and 20 years, followed by 21.95% between 13 – 16 years. Those exceeding twenty years were 4.5%. This shows most of the pupils interviewed at Iftin school were all at their mature ages.

4.3.3 Distribution of pupils according to their classes

The respondents were sought to indicate their class distribution and the findings were shown in Table 4.4.

Table 4.4: Distribution of pupils according to their classes

Class	Frequency	Percentage
4	195	58
5	90	27
6	26	7
7	16	5
8	10	3
Total	337	100

Table 4.4 shows that the majority of respondents 58% were in standard 4 while 27 % were in standard 5, 7% comprised of pupils in class 6, while 5% were in class 7 and 3% in class 8. From the respondents, the cause of reduction in pupils as they transited to the next level of classes was due to social cultural factors such as Early marriage and FGM.

4.3.4 Years pupils have stayed in the camp

The respondents were sought to specify the years they have stayed in the camp. The findings were indicated in Table 4.5.

Table 4.5: Years pupils have stayed in the camp

Duration in years	Responses	Percent
1 – 5	106	31.45
6 – 10	200	59.34
15 – 11	31	9.19
Total	337	100

In the study as it has been shown in table 4.4 most of the respondents of 59.34% stayed in the camp for 6– 10 years. Followed by those with 1– 5 years of stay with 31.45%. The least were the respondents who had stayed for 11 – 15 years with 9.19%. This revealed that most of the pupils interviewed had stayed in the Daadab refugee camp extensively enough to acquire primary education.

4.4 Respondents’ Level of Education

The respondents’ level of education was considered significant for the study, as it would help to establish the literacy levels of the respondents hence able to ascertain the influence of social cultural factors on access of primary school education in Daadab refugee camp.

Table 4.6: Respondents of teachers according to their highest level of education

Level of education	Frequency	Percentage
P1 Certificate	5	83.3
Diploma	1	16.6
Bachelors’ degree		
Masters		
PhD		
Total	6	100

According to the findings in Table 4.6, it revealed that the P1 teachers are higher with 58% and the Diploma teachers 42% and there was no Bachelor, Degree, Masters or PhD Teacher in the camp.

4.4.1 Period of Time Teachers Stayed in the Camp

The study sought to find the years teachers have stayed in the camp. The findings are as shown in Table 4.7.

Table 4.7: Period of time teachers stayed in the camp

Years	Frequency	Percentage
1-5	0	0
6-10	6	100
11-15	0	0
15+		
Total	6	100

Table 4.7 showed that most of the teachers had spent a substantive numbers of years primary school education in the camp. Thus 6-10years at a percent of 66.6%, followed by 1-5 and 11-15 both at 16.6. There were no teachers who spend more than 15 years and the reason they gave was due to recurrent instances of insecurities at the camp and the Refugee Repatriation exercise in the camp following closure of Ifo1 and Kambioos camps at Dadaab Refugee camp.

4.5 Domestic Chores as A Social Cultural Factor on Access of Primary Education at Iftin Primary at Daadab Refugee Camp

The first objective of research was to look at how domestic chores affect access of primary school education at Iftin primary. To attain the objective, the study examined if Girls who attend to all housework chore in the family are likely to miss or not enroll to school as shown in the table below.

Table 4.8: Distribution of school enrolment by age

Age	Frequency	Percentage
7-9	251	74.48
10-12	39	11.57
12-14	28	8.30
15+	19	5.637
Total	337	100

According to the respondent in Table 4.7, school enrolment is high at the age of 7-9 at 74%. Followed by 10-12 years at 12%. The enrolment the pupils dwindles as the age bracket increases due to increased domestic work responsibilities at homes.

4.5.1 Girls who attend to all housework in the family are likely to miss or not enroll to school

The study sought to find out how household chores in the family make them miss or not enroll in school. The findings were indicated in Table 4.9.

Table 4.9: Girls who attend to all housework chore in the family are likely to miss or not enroll to school

Statements	F	SA	F	A	F	N	F	D	F	SD
Girls who attend to all housework chore in the family are likely to miss or not enroll to school	236	70%	219	65%	169	50%	67	20%	51	15%
Girls who partly attend to housework chore are likely to miss or not enroll to school	98	29%	114	34%	165	49%	142	42%	179	53%
Girls who do not attend to housework chore in the family are likely to miss or not enroll to school	3	1%	3	1%	3	1%	128	38%	108	32%
Total	337	100	337	100	337	100	337	100	337	100

According to data collected it has been indicated that majority 70% strongly agreed that girls who attend to all housework chore in the family are likely to miss or not enroll to school followed by 29% who stated that Girls who partly attend to housework chore are likely to miss or not enroll to school then the 1% who stated that girls who do not attend to housework chore in the family are likely to miss or not enroll to school. On the agreed part the highest respondents were 65% who stated that girls who attend to all housework chore in the family are likely to miss or not enroll to school, followed with 34% which shows that Girls who partly attend to housework chore are likely to miss or not enroll to school and the 1% of the respondents stated that Girls who do not attend to housework chore in the family are likely to miss or not enroll to school.

On the disagreed section, 42% stated that girls who partly attend to housework chore are likely to miss or not enroll to school, then 38% of the respondents stated that Girls who do not attend to housework chore in the family are likely to miss or not enroll to school and the 20% of the respondents states that girls who attend to all housework chore in the family are likely to miss or not enroll to school. On the strongly disagree part the respondents at 53% stated that the Girls who partly attend to housework chore are likely to miss or not enroll to school, then the 32% of the respondents stated that the girls who do not attend to housework chore in the family are likely to miss or not enroll to school and the 15% of the respondents stated that the girls who attend to all housework chore in the family are likely to miss or not enroll to school.

4.5.2 Influence of domestic chores on access to education

The researcher sought to find the influence of domestic chores on access to education. The findings were indicated in Table 4.10.

Table 4.10: Domestic chores and their influence on girls' access to education

Domestic work	Frequency	Girls %	Frequency	Young men %
Cooking	324	96	13	4
Sweeping	280	83	57	17
Washing clothes	222	66	115	34
Caring for the sick	266	79	7	21

Table 4.10 shows that most of the respondents showed that girls were doing most of the domestic chores. They included cooking 96%, sweeping 83% and washing clothes 80%. And caring for the sick 79%. On the contrary the young men were doing very little despite the fact that they all had the same amount of school work hence affecting access to primary education. The young men were much seen involved in washing their own clothes which at 40%.

4.5.3 Parents sacrifice to undertake household chores to give girls chance to go to school

The respondents were required to indicate why they choose to help girls with household chores to allow them attend school. The findings are indicated in Table 4.11.

Table 4.11: Parents who sacrifice to undertake housework chores at home give girls chance to go to school

Frequency		Percent
Yes	296	87.83
No	41	12.17
Total	343	100.0

The findings in Table 4.11 shows that majority of the Teachers 87.83 % felt that most parents who sacrificed to undertake housework chores at home gave girls a chance to go to school. This demonstrated a positive attitude towards the education of their daughters.

4.6 Female Genital Mutilation as a Social Cultural Factor on Access of Primary School Education at Iftin Primary School Hagadera Dadaab Refugee Camp

The research noted that FGM affects access of primary School Education at Iftin Primary School at Hagadera, Dadaab Refugee camp. To investigate this, the respondents were required to answer the question whether or not FGM affects accessing primary education at Iftin Primary in Hagadera refugee camp. Therefore, respondents were required to fill a 5-point Likert ratings scale as from: (1-2-3-4-5) given as: 1- Strongly Agree (SA), Agree (A), 3- Neutral (N), Disagree (D), 5- Strongly Disagree (SD) to show the extent of agreement and/or disagreement with the statements as shown in Table 4.12.

Table 4.12: FGM as social cultural factor on girls access to primary education

Statements	F	SA	F	A	F	N
Most girls do not go back to school after circumcision	37	11%	51	15%	37	11%
FGM has a negative influence on a girls access to education in Dadaab	67	20%	175	52%	91	27%
FGM prepares a girl for early marriage	205	61%	44	13%	145	43%
Special Ceremonies of “becoming a woman” interfere with girl’s access to education	26	8%	67	20%	64	19%
Deteriorating academic work is seen among girls that have undergone FGM		0%		0%		0%
Total	337	100	337	100	337	100

Table 4.12 shows that 61% of respondents strongly agreeing that FGM prepares a girl for early marriage. This was followed by 20% of the respondents who agreed that FGM has a negative influence on a girls’ access to education in Dadaab. while 11% which stated that

Most girls do not go back to school after circumcision. 8% of the respondents stated that Special Ceremonies of “becoming a woman” (Qodob-to sew up) interfere with girl’s access to education. On the Agree section the highest respondents were 52% stated that FGM has a negative influence on a girls access to education in Dadaab, followed by 20% of the respondent which shows that Special Ceremonies of “becoming a woman” interfere with girl’s access to education, then 15% who stated that Most girls do not go back to school after circumcision and 13% of the respondents stated that FGM prepares a girl for early marriage. In the neutral part the 43% of the respondent states that the FGM prepares a girl for early marriage, followed by the 27% of the respondents which shows that FGM has a negative influence on a girls access to education in Dadaab,19% of the respondent shows that Special Ceremonies of “becoming a woman” interfere with girl’s access to education and the then the 11% of the respondent states that Most girls do not go back to school after circumcision. None of the respondents reported on the statement Deteriorating academic work is seen among girls that have undergone FGM.

4.6.1 Whether a girl can lose family ties is she chooses to access formal education over undergoing FGM

The researcher sought to find if a girl can lose family ties if she chooses to access formal education over undergoing FGM as suggested by the parents. The findings are indicated in Table 4.13.

Table 4.13: Whether a girl can lose family ties if she chooses to access formal education over undergoing FGM

Frequency		Percent %
Yes	308	91.39
No	29	8.61
Total	337	100.0

Table 4.13 shows that most of the respondents 87.5% felt that a girl can lose family ties if she chooses to access formal education over undergoing FGM as suggested by parents. Therefore, practice of FGM affect access to primary Education in Dadaab refugee camp by reducing the enrolment exposing them to early marriages and also increased school dropout rate.

4.7 Parental Attitude and Access of Primary School Education

The Parental involvement on education determined the access of primary school education among pupils. The researcher using the questionnaires asked the pupils how parents/guardians were involved their education. This was done by investigating whether parents' attitude has an influence on access to primary education in Dadaab refugee camp. In addition, whether Somali boy get preferential treatment on education access of primary school education unlike a Somali Refugee girl in Dadaab refugee camp.

Table 4.14: Whether parents' attitude has an influence on access to primary education

Frequency		Percent
Yes	308	91.3
No	29	8.60
Total	337	100.0

Table 4.14 indicated that majority of the respondents 91.3% agreed that parents' attitude had a major role on access of primary education. In addition to parental attitude on access of primary school education, the study realized that Somali young men get preferential treatment to access of primary school education unlike a Somali Refugee girl in Dadaab refugee camp. One Male parent at 56 years" Mohammed" not his real name in Somali language added that"Aaba alian,oo taba ilmood haista (wiil io gabar) wiilka ban aqriska uhormarsiin laha maxaa yeele,gawada walaguursan,wiilka xata haduugursada, weeli reerka waxbuutara,Sidhokale, gawada waa guriga beymaamuli Laakin xata gawada waa ini lageeyo skoolkaa, habayerate". The interpretation in English is "As a father with 2 kids (a daughter and a son) I would give the Son a priority when it comes to educating them since the girl child will get married and won't be of much help to the family while the boy child will still be helpful even if he married. The girl also helps in running day-to-day domestic chores in the house. Nonetheless, the daughter should get at least basic part of education".

4.7.1 Do young men get preferential towards access to primary education unlike girls

The researcher sought to find if men preferred education than girls. The findings are indicated in Table 4.15.

Table 4.15: Do young men get preferential treatment towards access to primary education unlike girls

Frequency		Percent
Yes	315	93.4
No	22	6.52
Total	337	100.0

From the researcher it has been indicated that young men get preferential treatment from their parents towards access to primary education (93%). The parents mentioned that it's better to educate a son.

4.8 Early Marriage on Access to Primary School Education

The fourth goal of the research was to evaluate the effects of early marriage as a social cultural factor on access of primary education at Dadaab refugee camp. The table below shows the influence of early marriage as a social cultural factor on girls at Ifni primary Dadaab refugee camp.

Table 4.16: Early marriages has an influence on access to primary education

	Frequency	Percentage
Yes	245	71.43
No	98	28.57
Total	343	100

Table 4.16 shows the majority of the students and teachers 71.7% felt that the early marriages affected pupils' access in school.

4.8.1 Enrolment to Class After Marriage

The study sought to investigate whether girls that have been married off at a tender age get to come back to school after marriage. The findings are indicated in Table 4.17.

Table 4.17: Enrolment to class after marriage

	Frequency	Percentage
Yes	76	22.16
No	267	77.84
Total	343	100

Table 4.17 showed that 77.8% of girls who are married of at a tender age do not come back to school hence access to primary education denied.

4.8.2 Whether parents gain by marrying off their girls

The study sought to investigate whether girls that have been married off at a tender age get to come back to school after marriage. The findings are shown in Table 4.18.

Table 4.18: Whether parents gain by marrying off their girls

	Frequency	Percentage
Yes	317	92.42
No	26	7.58
Total	343	100

From the study it has been shown that parents gain by marrying off their girls (92%). Some of the reasons the respondents gave was that, the monies paid in form of bride price for their girls helped in supporting the young men in schools as well as the family wellbeing.

4.8.3 Reasons for marrying off girls

The respondents were sought to indicate reasons why they marry off girls. The findings are shown in Table 4.19.

Table 4.19: Reason for marrying off girls

	Frequency	Percentage
Finance	68.943	20.1
Low academic performance	32.585	9.5
To maintain Somali Traditions	241.472	70.4
Total	343	100

Findings from Table 4.19 indicated that reasons behind marrying their off their daughters. 70.4% married off their girls since it's a common cultural practice among the Somali community who form the largest communities residing in Dadaab camp, followed by finance at 20.1% and low academic performance at 9.5%. Some of the measures that can

be taken to enhance girl's access primary school education in Dadaab refugee camp are listed in the table below.

4.8.4 Measures respondents gave to enhance access to primary school education

The respondents were sought to specify measures that enhance access to primary education. The findings are shown in Table 4.20.

Table 4.20: Measures they gave to enhance access to primary school education

	Frequency	Percentage
Government/NGO's intervention by introducing Cash Transfer programme among Households	216	62.97
Media advocacy on retrogressive Social cultural factors that affect access education e.g. FGM	17	4.95
Through Community leadership engagement of men and young men, and provision of capacity building support and coaching to key school governance bodies to support for girls' education.	110	32.06
Total	343	100

In Table 4.20, the findings show that 63% felt that improved family economic status through cash transfers to households could enhance access to primary education, followed by 32% who felt that Community leadership to support girl's education was key important in increasing access to primary education. 5% felt that some social cultural factors be done away with through mass media advocacy.

4.8.5 Other factors affecting access to primary education

Other factors affecting access to education and the findings are shown in Table 4.21.

Table 4.21: Other factors affecting access to primary education at Dadaab refugee camp

	Frequency	Percentage
Lack of sanitary wear	69	20
HIV/AIDS	34	10
Lack of food	240	70
Total	343	100

Findings from Table 4.21 shows that other factors affecting access to primary education include lack of food at 70%, followed by lack of sanitary towels and HIV/AIDS at 20% and 10% respectively.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This section presents the summary of the findings, discussions, recommendation and suggestions for further research. The reason for this study was to investigate the influence of social cultural factors access to primary school at Dadaab refugee camp. Despite the free primary Education affirmative action to enroll as many pupils and have them complete their education, the dropout rate in Dadaab among the girl's is still high. Data collected was done using the questionnaires and an interview schedule. The research investigated the influence domestic chores, FGM, parental attitude and early marriage on access to primary school education at Dadaab refugee camp

5.2 Summary of the Findings

The research was guided by four research objectives; research objective one was to assess the influence of household chores on access of primary school education in Dadaab Refugee camp. Research objective two was to establish the influence of FGM on access of primary school education in Dadaab refugee camp. The third study goal was to evaluate the influence of parental attitudes on access of primary school education in Dadaab refugee camp and the fourth objective was to determine the effects of early marriages on access of primary school education at Dadaab refugee camp.

The study found out that majority of respondents indicated that girls were doing most of domestic work which included cooking 96%, Sweeping 83% Caring for the Sick 79% Washing Clothes 66% the boys did very little other than wash their own clothes. On FGM

61% of the respondents strongly agreeing that FGM had influence on access as it prepared a girl for early marriage. Further, 91% agreed that parental attitude has a major role on access to primary education since the young men would be granted chances to go to school unlike girl. In fact, 93% stated that young men were given preferential treatment towards access to primary education unlike girls. The research found out that majority at 71.7% felt that early marriage had a negative influence on the girls' access to primary school education. At least 77% of the respondents stated that after marriage girls do not enroll back to class. Further, 70% of the respondents mentioned that the girls were married off since it a common Somali tradition which has to be maintained.

5.3 Discussions

The researcher in this study sought to interpret and describe the significance of the findings. The study revealed that majority of the respondents' indicated that girls were doing most of the domestic work which includes cooking 96%, sweeping 83%, caring for the sick 79%, washing clothes 66%. These took a lot of their time and therefore were not able to attend school amidst getting time to even revise and do their homework effectively. The continuous cycle in this would lead to poor performance hence discouraging the girl from continuing with school. The young men were doing very little in their homes; instead their sisters served them though they all had the same amount of school work. This would in the long run affect the girls schooling. The only work, which young men seemed to be involved in, was washing their own clothes.

Majority of the teachers 87.83% felt that most parents who sacrificed to undertake housework chores at home gave girls a chance to go to school. This demonstrated a positive attitude towards the education of their daughters.

The study also found that influence of FGM on access to primary education at Ifin primary school encouraged early marriages with 61% of the respondents strongly agreeing that FGM prepares a girl for marriage. Once this occurred the girl would either get pregnant, married or drop out. Then on the Agreed section the highest respondents were 52% who stated that the FGM has an influence on a girl's access to education in Dadaab, then the highest under neutral category at 43% stated that FGM prepared a girl for early marriage. Further 87.5% of the girls felt that a girl can lose family ties if she chooses to access formal education over undergoing Female Genital Mutilation as suggested by parents.

From the study, 91% agreed that parental attitude had a major role on access to primary education. A further 93% showed that young men were given preferential treatment towards access to primary education unlike girls. In fact, the girls are supposed to run day to house work chores amidst them acquiring some basic part of education

Further the research found that majority at 71.7% felt that early marriage had an influence on the girls' education. According to the study, 77% of the respondents stated that after marriage girls do not enroll back to class. Additionally, 70% of the respondents mentioned that they married off their girls since it a common Somali tradition which had to be maintained. The researcher found out Some of the measures that can be taken to enhance girl's access primary school education in Dadaab refugee camp. The respondents at 62.97% stated Government/NGO's intervention by introducing Cash Transfer programme among Households, followed by 32.06% on encouraging Community leadership engagement of men and young men, and provision of capacity building support and coaching to key school governance bodies to support for girls' education and at 4.9% Media advocacy on retrogressive Social cultural factors that affect access education e.g. FGM. Other factors

found affecting access to education were lack of food at 70%, followed by lack of sanitary towels and HIV/AIDS at 20% and 10% respectively.

5.4 Conclusions

The study established that girls did most of the domestic chores which includes cooking, fetching water, sweeping, caring for the sick and washing clothes. This would take a lot of their time and therefore are not able to go to school. The study also revealed that majority of the girls underwent FGM. Influences of FGM on girls included early marriages, school dropout which in return affected girl's attendance to school negatively. Parental attitude played a major role in access to education further that young men got preferential treatment to access education unlike their girl child. The study also revealed that early marriage was major concern to the Somali girl since it has reduced the number of girls going to school as well as increased the dropout rate.

5.5 Recommendations of the Study

1. Concerning FGM on girls, the researcher recommended that the Government should ensure that those practicing FGM should be prosecuted. This is because FGM promoted early marriages and school dropouts. Concerning early marriage, the government of Kenya in collaboration with NGO should come up with strategies to deal with the issues of early marriage. The government of Kenya should formulate policies that governs issues of early marriage to give Somali girls access to primary education.
2. Concerning parental attitude, the researcher recommended gender equity and gender equality be given prominence in education sector in order to promote the girl child education and fair distribution of the responsibilities so that the female

pupils are not disadvantaged. To enhance girl's access primary school education in Dadaab refugee camp the government in collaboration with NGO's should be much involved in improving family economic situation and embrace positive cultural aspects which will in turn lead to improved economic conditions hence increased access to primary education.

3. Lastly, Non-Governmental Organizations, youth groups and government agencies like National council for Nomadic Education in Kenya and other donors come up strongly and set aside some funds to pay for the disadvantaged-refugees, orphaned and vulnerable girls who may be having serious challenges of school fees so that complete cycle of female education can be realized. The government in liaison with the school administration and parents should provide the necessary teaching and learning resources and sanitary Latrines to provide comfortable learning atmosphere for pupils.

5.6 Suggestions for Further Studies

1. An evaluation study should be done to determine the impact of free Primary education on enrolment and involvement of girls in school.
2. A study be carried to compare the enrolment of girls in lower primary and of upper primary.
3. A study should be carried out among dropout as a sample to gather information on factors leading to their premature withdrawal from school and retention.
4. A replicate of the same study is suggested to be carried if the results of the study hold in other areas

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APPENDICES

Appendix 1: Letter of Transmittal

**Josephine Murwanjama,
P.O. Box 1850,
University of Nairobi**

Dear Sir/Madam,

I am a Postgraduate student at the University of Nairobi undertaking a Report on the Influence of social cultural factors on access in primary school education in Dadaab Camp.

I take this chance to notify you that your school has been selected to participate in this study. I therefore seek your permission to visit and collect the necessary information that pertains to this research. Please spare sometime to respond to all the questions.

Kindly note that the information collected will be treated with outmost confidentiality and will only be used for the purpose of the study. Therefore, the respondents should not write their names anywhere on the questionnaire.

Thank you for your cooperation.

Yours' Faithfully,



Josephine Murwanjama

L50/77711/2012

Appendix II: Letter of Introduction



UNIVERSITY OF NAIROBI
OPEN, DISTANCE AND e-LEARNING CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
NAIROBI LEARNING CAMPUS

Your Ref

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

REF: UON/ODeL/NLC/29/396

25th October, 2018

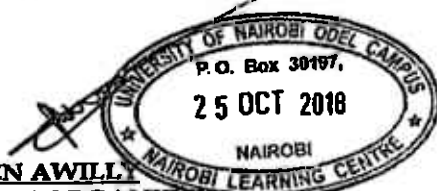
TO WHOM IT MAY CONCERN

RE: IOSEPHINE MURWANJAMA - REG NO: I50/77731/2012

This is to confirm that the above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Masters of Art in Project Planning and Management.

She is proceeding for research entitled "Influence of Social Cultural Factors on Access of Primary School Education in Dadaab Refugee Camp.(A Case of Iftin Primary School, Hagadera, Dadaab Refugee Camp ."

Any assistance given to her will be highly appreciated.


CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE

Appendix III: Research Instruments

QUESTIONNAIRE FOR THE PUPILS

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

SECTION A: Demographic Information

1. How old are you (years)?

- (a) <9 ()
- (b) 9 – 12 ()
- (c) 13 – 16 ()
- (d) 17 – 20 ()
- (e) >20 ()

2. What class are you in?

- (a) 4 ()
- (b) 5 ()
- (c) 6 ()
- (d) 7 ()
- (e) 8 ()

3. How big is your family size?

- a) > 4 ()
- b) 4 - 7 ()
- c) 8 – 11 ()
- d) Above 11 ()

4. How long (years) have you been in this camp?

- a) 1-5 ()
- b) 6-10 ()
- c) 11-15 ()
- d) 15+ ()

SECTION B: Domestic chores

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

- a) 7-9 ()
- b) 10-12 ()
- c) 12-14 ()
- d) 15+ ()

6. Girls who attend to all housework chore in the family are likely to miss or not enroll to school

- a) Strongly Agree ()
- b) Agree ()
- c) Undecided ()
- d) Strongly Disagree ()
- e) Disagree ()

7. Please tick(✓) the roles performed by girls and their brothers at their homes here in Dadaab refugee camp

No	Domestic Work	Girls	Young men
a	Cooking		
b	Sweeping		
c	Washing clothes		
d	Caring for the sick parent		

8. Parents who sacrifice to undertake all housework chores at home give the girls a good chance to go to school

1. Yes ()

2. No ()

SECTION C: Female Genital Mutilation

9. Fill a 5-point Likert rating scale as from: (1-2-3-4-5) given as: 1-Strongly Agree (SA), Agree (A), 3-Neutral (N), Disagree (D) 5-Strongly Disagree (SD) to indicate their level of Agreement and/or disagreement with the statements.

NO	Statements	SA	A	N	D	SD
a	Most girls do not go back to school after FGM					
b	FGM has a negative effect on a girls access to education in Dadaab					

c	FGM prepares a girl for early marriage					
d	Special Ceremonies of "becoming a woman" interfere with girl's access to education					
e	Deteriorating academic work is seen among girls that have undergone FGM					

10. A girl can lose family ties if she chooses to access formal education over undergoing FGM suggested by the parents

Yes () No ()

11. How does the Practice of FGM affect access to primary Education in Dadaab refugee camp?.....

SECTION D: Parental Attitudes

12. Does a refugee Somali boy get preferential treatment on education access of primary school education unlike a Somali Refugee girl in Dadaab refugee camp?

Yes () No ()

13. If yes why _____

14. Do you think parents' attitude on education hinder your access of Primary school education in Dadaab refugee camp?

Yes () 2. No ()

15. If, Yes how?.....

SECTION D: Early Marriage

16. Do you think early marriage affect your access to primary Education in Dadaab refugee camp?

Yes () No ()

17. If yes how? _____

18. Do girls that have been married off at a tender age get to come back to school after marriage?

Yes () No ()

19. Parents get wealthy by marrying off their girls at school going age

Yes () No ()

20. What can be some of the measures that can be taken to enhance girl's access primary school education in Dadaab refugee camp?

21. What are the other factors that affect the access of Somali Girl refugee on Primary school education in Dadaab refugee camp?

.....

.....

Thank you

Appendix IV: Interview Schedule for Teachers

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

Section A: Demographic Information

1. What is your gender?

- a) Male
- b) Female

2. What is your age bracket?

- a) Less than 30 years
- b) Between 30-34 years
- c) Between 35-39 years
- d) Between 40-44 years
- e) Over 45 years

3. What is your highest educational qualification?

- a) P1 Certificate
- b) Diploma
- c) Bachelors' degree
- d) Masters
- e) PhD

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

- a) 1-5
- b) 6-10

c) 11-15 ()

d) 15+ ()

SECTION B: Domestic chores

5. Do housework chores among Somali girls affect their access of primary school education?

Yes ()

No ()

6. If yes how.....

7. What are the reasons the girls give for failing to access primary school education in order to perform housework chores

.....

.....

.....

SECTION C: Female Genital Mutilation

8. Does FGM affect the Somali Girls access to education in Dadaab refugee camp?

Yes ()

No ()

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

10. According to the school records, how many girls fail to access education because of undergoing Female Genital Mutilation-----

11. Do you think parents are to blame for allowing their girls to go through the FGM rite of passage vis a vie attending formal education?

Yes

()

No

()

12. If Yes, Which way?.....

SECTION D: Parental Attitudes

13. Do parental attitudes towards education affect access of Primary school education in Dadaab refugee camp?

Yes

()

No

()

14. If yes, in which way?.....

15. Do the girls believe that young men should be given the first priority in access of primary school education?

Yes

()

No

()

If yes, why?.....

SECTION E: Early Marriage

12. Does early marriage among the Somali Girls affect their access of Primary school education in Dadaab refugee camp?

Yes

()

No

()

13. If yes, how?.....

14. The parents of the girl become wealthy as a result of marrying off their school age girl via a vie taking the girl through formal

True

()

False

()

15. If you think it's true why is this so?,.....

16. What other factors do you think affect the access of education in Dadaab refugee camp?

.....

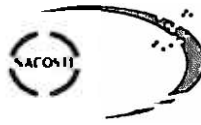
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Thank You

Appendix IV: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref No: NACOSTI/P/18/92421/26615

Date: 28th November, 2018

Josephine Mukami Murwanjama
University of Nairobi
P.O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of social cultural factors on access of primary school eudction in Dadaab Refugee Camp.(a case of Ifin Primary School, Hugadera Dadaab Refugee Camp)"* I am pleased to inform you that you have been authorized to undertake research in Garissa County for the period ending 26th November, 2019.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR/STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Garissa County.

The County Director of Education
Garissa County.

Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MS. JOSEPHINE MUKAMI MURWANJAMA
of UNIVERSITY OF NAIROBI, 0-60100
EMBU, has been permitted to conduct
research in Garissa County

Permit No : NACOSTI/P/18/92421/26613
Date Of Issue : 28th November, 2018
Fee Reclved :Ksh 1000

on the topic: INFLUENCE OF SOCIAL
CULTURAL FACTORS ON ACCESS OF
PRIMARY SCHOOL EUDCTION IN DADAAB
REFUGEE CAMP.(A CASE OF IFTIN
PRIMARY SCHOOL, HAGADERA DADAAB
REFUGEE CAMP

for the period ending:
26th November, 2019



.....
Applicant's
Signature


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

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Appendix VI: Antiplagiarism Report

INFLUENCE OF SOCIAL CULTURAL FACTORS ON ACCESS OF PRIMARY SCHOOL EDUCATION IN DADAAB REFUGEE CAMP. (A CASE OF IFTIN PRIMARY SCHOOL, HAGADERA, DADAAB REFUGEE CAMP)

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