

**FACTORS INFLUENCING ENROLMENT AND RETENTION OF SOMALI
BANTU GIRLS IN SECONDARY SCHOOLS IN THE DAADAB REFUGEE
CAMP**

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fulfillment of the Requirement of the award of Degree of Masters in Project
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DECLARATION

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

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DEDICATION

I dedicate this research project to the one who raised me before I was in my mother's womb, to the one who taught me, inspired me and guided me throughout my life it is dedicated to Almighty Allah, to my family, friends and to Mohamed Noor my supervisor for the support and encouragement he accorded me during the research project.

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LIST OF ACRONYMS AND ABBREVIATIONS

EFA	Education for All
ECD	Early Childhood development
FPE	Free Primary Education
UNICEF	United Nations Children Education Fund
G.O.K	Government of Kenya
UN	United Nations
UNESCO	United Nations Educational Social Cultural Organization
NGO	Non Governmental Organization
KCPE	Kenya Certificate of Primary Education

ABSTRACT

The purpose of the study was to explore the factors influencing enrolment and retention of Somali Bantu girls in secondary schools in Daadab refugee camps. The study was guided by four research objectives. Research objective one sought to establish the impact of cultural practices of Somali on refugee Somali Bantu girls secondary school education , research objective two sought to determine the influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education , research objective three sought to assess the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools while research objective four sought to evaluate how implementation of the Kenya's education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps. The researcher used descriptive survey because it was concerned with the aim of describing the characteristics of a particular group. The study was conducted in Dadaab refugee camp which had seven secondary schools namely; Tawakal, Dagahley, Nasib, Ifo Secondary School, Towfig, Waberi and Hagadera secondary school. The researcher sampled 283 of Somali refugee girls, 4 head teachers and 63 teachers. Pearson Correlation Coefficient was used. The study found out that cultural practices had an influence on refugee. Majority 177(69.4%) of girls agreed that most Somali Bantu girls were discouraged with secondary school education due to poor performance in class. Majority 44(73.3%) of teachers indicated that FGM affect the Somali Bantu refugee Girls education. From the interview the NGOS Staff and social workers it was indicated that female genital mutilation and marriages constraints were some of the social-cultural factors the organizations considered to have hindered the enrolment and retention of Somali Bantu Refugee girls to Secondary Education in Dadaab Refugee Complex. There was a positive relationship (0.68) between Cultural practices and enrolment and retention in secondary school education in Dadaab refugee camps. The results show that cultural practices influenced enrolment and retention in secondary school education in Dadaab refugee camps at 68%. There was strong positive (0.75) relationship between school based factors and Somali Bantu girls' enrolment and retention to secondary schools education in Dadaab refugee camps. There was a positive relationship between the two variables as indicated by a correlation of 0.53. The results indicated that domestic labor influenced enrolment and retention in secondary schools in Dadaab refugee camp. There was strong positive (0.63) relationship between Kenya's education curriculum and enrolment and retention in secondary school education in Dadaab refugee camps. The study concluded that FGM affect the Somali Bantu refugee Girls education. The researcher concluded that instructional language for effective in curriculum implementation. It was also concluded that teachers were adequately prepared to effectively handle curriculum implementation. In the light of the research findings, the researcher recommended that since there was a language barrier in refugee schools as most students do not understand English and this discourages them from attending schools, proper mechanisms to be used to improve this situation. NGO's operating at the refugee camps to understand the constraints to that causes low enrolment and retention of Somali Bantu girls in secondary schools in Daadab, with an aim to stimulate policy formulation and decisions concerning refugee Somali Bantu girls' education in Daadab refugee camps.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a vital right to all humans (Al Sharmani, 2004). It has been recognized as a fundamental human right since the adoption of the universal declaration on human rights. According to UNICEF, education for all (EFA) commitment was necessitated by the need to ensure that by 2015, all children and specifically girls, have access to free and compulsory primary and secondary education. All over the world and Africa in particular, at least a fifth of refugee children are still out of school and hence vulnerable to major risks such as child labour, drug trafficking, forced recruitment and gender based violence (World Bank, 2005).

In 1951, Article 22 was passed at the convention and it argued that contracting states shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education and treatment as favorable as possible with respect to secondary and other education. The executive organ of the UNHCR reaffirmed this proposition of the right of refugee children to elementary and secondary education, the vital role of education to refugees and it being instrumental as a corrective mechanism to the life the refugees live in camps.

Chirombo (2005), opines that it becomes fundamental for safeguarding right of refugees children to education because of the parallel nature of implementation of the local education system and the refugees education system. Trepenzikova and Hazans (2006) argues that the establishment of refugee camps and host country pressure for repartition virtually becomes the most visible response's to refugees emigration rather than national integration. Refugee education services in the world have varied variously in relation to the geographical context of host national systems; this is considering that there are currently seven models of education delivery in the world.

In Africa, the Bantu-speaking peoples make up a major part of the population of nearly all African countries south of the Sahara. They belong to over 300 groups, each with its own language or dialect. Groups vary in size from a few hundred to several million. Among the best-known are the Kikuyu, the largest group in Kenya; the Swahili, whose language is spoken throughout eastern Africa; and the Zulu of South Africa. The Somali Bantu can be subdivided into distinct groups. There are those who are indigenous to Somalia, those who were brought to Somalia as slaves from Bantu-speaking tribes but integrated into Somali society, and those who were brought to Somalia as slaves but maintained, to varying degrees, their ancestral culture, Bantu languages, and sense of southeast African identity. It is this last group of Bantu refugees that has particularly suffered persecution in Somalia and that is therefore in need of protection through resettlement. These Bantu originally sought resettlement to Tanzania in 1993 and 1994, and to Mozambique in 1997 and 1998, before they were considered for resettlement in the United States in 1999 (Turton, 2007)

The Somali Bantu are a distinct group of refugees among the hundreds of thousands who fled the civil war in Somalia in the 1990s. The descendants of slaves taken from southeastern Africa in the Indian Ocean slave trade, they represent several Bantu-speaking tribes with origins in Tanzania, Mozambique and Malawi. Their ancestors were those who managed to escape or were freed in the late 18th and early 19th centuries, settling in villages in the Juba River valley near the Somalia-Kenya border. In their new home, the Bantu constituted the backbone of southern(Francesca. 2008)

Somali agriculture as peasant farmers and plantation workers, and in many cases were exploited as cheap labor. Since Somalia's independence in 1960, the Bantu people were increasingly denied land tenure, educational and political opportunities, and civil rights. Attendance in middle and high schools was limited to those who could afford to send their children to the cities, and as a result, few Somali Bantu have been able to pursue university studies. When civil war broke out in Somalia, the Bantu were terrorized by militia groups. Because of the tradition of discrimination against the Bantu people, and because they had food stocks, they became targets for looting.(Frederick, 2007) As plantations and state farms were destroyed, the Bantu in the Juba River valley lost all

means of survival. Between 1992 and 1993 more than 9,000 Somali Bantu fled to refugee camps in Kenya, where they continued to endure discrimination and bandit attacks at a disproportionately high rate compared to other refugee groups. As a persecuted minority group in Somalia, the Bantu refugees had endured continual marginalization in Somalia since their arrival as slaves in the 19th century. Although they have lived in Somalia for approximately two centuries, the Bantu are, in many ways, viewed and treated as foreigners (Cassanelli, 2008)

Their general exclusion from mainstream Somali society has hindered the Bantu from participating in the education system. The Somali government has established far fewer schools in Bantu regions than in towns inhabited by dominant clans. This denial of access to education represents one of the most egregious and detrimental examples of Somali institutional discrimination against the Bantu. Some Bantu children in Somalia did attend Koranic (religious education) schools. The lack of schools in Bantu residential areas, along with an unfamiliar language used as the medium of instruction, are among the obstacles to education faced by the rural Bantu. Those who can afford to send their children to a city to earn a high school degree face discrimination against pursuing higher education. In general, Bantu students have been deliberately excluded from studying abroad on scholarships. In the past, the few Bantu students who did receive scholarships mainly went to the Soviet military academy because at the time there was very little interest among Somalis in studying in that country. (Cassanelli, 2008).

According to Besteman & Catherine. (2007). general discrimination by the majority Somalis has further excluded the Bantu from virtually any but the most menial positions in Somali-run organizations. These positions generally do not require literacy, thus further decreasing the need for the Bantu to pursue formal education. IOM officials report that while some Bantu children in the refugee camps attend primary and secondary school, only an estimated 5% of all Bantu refugees have been formally educated. Some Somali refugees refused to allow their children to study alongside Bantu children. This resulted in some Somali students attending separate classes, and, in some cases, separate schools, from the Bantu. Educating boys has been the priority for Bantu parents, although

some female children attend primary school with a smaller number pursuing secondary education.

1.1.1 Daadab refugee camp

Daadab sub county houses Dadaab refugee camps which are Kambioos, Ifo1, Ifo2, Dagahaley and Hagadera located approximately 13km from Daadab market (G.O K.2012). The refugee population in Daadab comprises about 45% of the county total (G.O.K 2010). Garissa County is semi-arid with unfavorable climatic conditions for agriculture hence the locals have resorted to nomadic pastoralism. Garissa County according to 2009 census has a population of 986,747 local inhabitants (ministry of planning census report 2009).

In Kenyan refugee camps of Daadab and Kakuma refugees enjoy neither basic freedoms available to nationals and that their right to asylum in host countries is anchored upon complying with certain restrictive since qua nons elaborated by the Kenyan government and as enshrined in the Kenyan laws pertaining to refugees. The refugees' freedom of movement is limited hence bottlenecking accessibility to land as a critical factor of production and acquisition of credit facilities from financial institutions (Njeri, 2004).

According to Host (2001), the search for a livelihood of the refugees is virtually pivotal and complicated by a myriad of factors such as the location of the refugee camp which complicates efforts to secure a livelihood because the camp is located on an economically marginalized area; secondly, Host argues that the refugees are forced into what the terms the "informal sector" because of their economic activities are considered illegal by the state for a simply reason of lack of access and acquisition of work permits.

1.1.2 Refugee education in Kenya

The Kenyan Government implemented a subsidized free Secondary education policy in 2008, hence catapulting secondary schools enrollment up to 80% in 2009 from 60% in 2000 (UNESCO 2013). According to UNESCO, the secondary school enrolment rate stands at 72% for girls and 69% for boys. However, the gross enrollment rate in primary school drops significantly to 21.7% in the Nomadic Garissa county of Kenya where the Somali community lives. It's estimated that 60% of school aged girls are not attending school and quite a number of them drop out before completion (global monitoring report, 2012). The schools in Daadab refugee camps located in Garissa County are not an exemption. The secondary school enrollment and retention rate for the Somali Bantu Girls in the camps is 39% compared to 61% for boys (UNHCR, 2012)

The Somali Bantu nevertheless have managed to thrive in the Dadaab and Kakuma refugee camps by drawing on their agricultural skills and community cooperation. Although they made up only 10 percent of the 130,000 refugees in Dadaab, they held over 90 percent of the heavy labor, construction, cooking, cleaning and other manual labor jobs. As a community, the Somali Bantu have gained a reputation for being both industrious and adaptable. (Dan, 1999). Education for refugees is fundamentally supported by UNHCR and her implementing partners with very little support from the G.O.K if any. The five camps consist of a total population of approximately 487,730 households' refugees (UNCHR 2013 statistics). Approximately a half of this population consists of school going-aged children (4-18) years old who are 102,506 which comprise 37% of the entire population in the camps. Of the school-going aged children, the number of girls is 41,018 or 40% of all the children. A total of 3,986 children have been enrolled in the seven secondary schools in Daadab refugee camp with the average gross enrollment rates standing for 55% for boys and 36.0 for girls (UNHCR, 2014).

Table 1.1.2. Students attending other forms of schooling in the Daadab refugee camps

Type of institution	Boys	Girls	Total
Private primary schools	1,995	980	2,975
Accelerated Learning Program	1,228	561	1,789
Alternative Basic Education	1,278	1,733	3,011
Youth Education Pack (Vocational)	617	377	994
Total	5,118	3,651	8,769

Table 1.1.3: Daadab formal school's enrolment

	Boys	Girls	Total students
ECD	14,100	11,054	25,154
Primary	39,228	25,369	64,597
Secondary	3,042	944	3,986
Grand Total	56,370	37,367	93,737

1.2 Statement of the problem

In spite of various mechanisms adopted by both UNICEF and local authorities to ensure free access to secondary education, this still remains a herculean task in a number of countries especially prone to chronic emergencies. According to United Nations, in 2012, 81 million children of secondary school age worldwide were out of school due to various factors, three quarters of this, 63 million were in Africa and a quarter 17M in Southern Asia and Latin America (UN 2013).

Despite the fact that there has been a semi erratic enrollment of Refugee Somali Bantu girls in secondary schools in Daadab refugee camps, retaining them in school continues to be a headache for the UN agencies and the local authorities in Dadaab complex. According to Karua (2013) the ratio of boys to girls is 3:2 in form one but this ratio drops to 7:3 by the time students complete the fourth form. Hence girls are far less likely to acquire university /post secondary education than boys. Holmes 2003 opines that there is no doubt a large number of states lack the technical and financial resources to effectuate the refugee convention rights due to insurgence of refugees and that as a result, refugees are denied the socio-economic benefits stipulated in the convention.

Hannah (2013) argues that enrollment and retention of refugee girls in secondary school education continue to deteriorate despite the efforts employed by the UNCHR and UNICEF. She argues further that despite the affirmative action and enticing girls with such incentives as free sanitary towels to encourage them to enroll and continue with schooling, there are still significant secondary school dropout rates, (Hannah . 2013). It therefore becomes fundamental on the above basis to investigate the causal agents that catalyze the Refugee Somali Bantu girls' low enrollment and retention in Daadab refugee Camps with a distinct objective of adopting corrective mechanisms to this situation that retards refugee Somali Bantu Girls' economic development and acquisition of knowledge.

1.3. Purpose of the study

The study was premised on the need to analyze and synthesize key factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps. It aimed at elucidating the constraints in terms of enrollment and retention and otherwise identifies corrective mechanisms to this situation.

1.4. Objectives of the study

The studies main objective was to explore the factors influencing enrolment and retention of Somali Bantu girls in secondary schools in Daadab refugee camps.

Specifically, the study aimed;

1. To establish the influence of cultural practices of Somali bantu girls on enrolment and retention in secondary school education in Daadab refugee camps
2. To determine the influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education in Kenya
3. To assess the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools in Daadab refugee camps.
4. To evaluate how the curriculum influences the enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps.

1.5. Research questions

It's against the above background that this study strived to answers the following questions:

1. What's the influence of cultural practices of Somali Bantu girls on enrolment and retention in secondary school education in Daadab?
2. What's the influence of school based factors on refugee Somali Bantu girls' enrolment and retention in secondary education in Daadab refugee camps?
3. What's the influence of domestic labor on refugee Somali Bantu girls' enrolment and retention in secondary schools in Daadab refugee camps?
4. What's the influence of the curriculum on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps?

1.6 Significance of the study

The study aimed at synthesizing the factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps with an aim to adopting mechanisms to improve this situation. It was hoped that the study findings would be vital to the NGO's operating in Daadab such as CARE, UNICEF and UNHCR based at the refugee camps, the National G.O.K and the county government of Garissa in

understanding the constraints of enrolment and retention of Somali Bantu girls in secondary schools in Daadab, with an aim to stimulate policy formulation and decisions concerning refugee Somali Bantu girls' education in Daadab refugee camps.

1.7. Delimitations of the Study

The study envisaged a number of delimitations Firstly; it was limited to Dadaab Sub county of Garissa County .This is because most refugees reside in Dadaab refugee Complex in Garissa which is found in Daadab Sub County. The study therefore confined itself to issues of enrollment and retention of Somali Bantu Girls in Secondary Schools in Dadaab majorly.

1.8. Limitations of the Study

The study envisaged a number of limitations, key of which include; it relied on the responses' of the citizens and villagers of Daadab refugee camp and since the girl child education is a sensitive issue, some of the respondents were reluctant to provide information to the researcher. However, the researcher urged the respondents during the questionnaire administration to be as sincere as possible and assure that their identities are treated with confidentiality. Secondly, this being a qualitative study, the study envisaged that the sample was small and focused on enrollment and retention of Somali Bantu Girls in Daadab Refugee Complex of Garissa County.

1.9. Basic assumptions of the study

This study was based on the following two basic assumptions

- 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 since there are only seven secondary schools in Daadab refugee camps which are not so far from each other.

1.10. Definition of significant terms

Enrollment-refers to acquiring and registering for secondary education

Education-is the process of acquiring knowledge, that enables one to develop reasoning process

Transition-is the movement, passage, or change from one position, state, stage, subject, concept, to another position.

Retention-refers to the ability to start and finish secondary school education within the laid time

Refugee-refers to any person who owing to a fear of being persecuted evades his/her country of his/her nationality and seeks refuge in another county

Economic status-refers to an indicator that shows one is or is not economically disadvantaged

Somali Bantu –This are the descendants of slaves taken from south eastern Africa in the Indian Ocean slave trade. The ancestors were those who managed to escape and settled in villages in the juba river valley

Cultural practices- Manifestations of a culture in regard to the traditional and customary practices of a particular group.

Domestic labor- This are activities undertaken by children at the home level example cleaning, cooking and fetching water

1.11. Organization of the study

The study was organized into five chapters. Chapter one is the introduction of the study which consists of the study background; statement of the problem; purpose and objectives of the study; the study research questions; significance of the study; assumptions of the study and definition of significant terms. Chapter two is the literature review and theoretical frameworks. It comprises the introduction, then the existing literature with an aim to identify the research gaps. A theoretical and conceptual framework was presented at the end of the chapter. Chapter three includes research methodology which comprises the research design, target population, sample size, sampling technique, research instruments reliability and procedures for data collection and analysis. Chapter four deals with data analysis, presentation, interpretation and discussion of the findings. Chapter five provides a summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on some of the existing literature with an aim to identify the research gaps that this study intended to fill. The literature review involved sub thematic areas such as enrollment, cultural factors, and school-based factors as manifestations of enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps.

2.2 Enrollment in secondary education

Becker (1964) argues that the choice of schooling was made relative to the expected benefits spread over a lifetime, and costs of education. He argues that if individuals from certain households are denied access to education they are denied the benefits that accrue to education. Gertler & Glewwe (2004) focus on demand for schooling and factors influencing enrolment in developing countries. From their study, they concluded that households were willing to pay fees that are high enough to cater for operating costs of opening new secondary schools.

Herbison and Myre (1964) opine that investment in secondary school education contributes to human capital accumulation, which is essential for development. According to the World Bank 2007, by the end of the Second World War European countries had compulsory primary and secondary education system but which was elitist and prepared the youths exclusively for university and senior positions in the civil service.

2.2.1 Cultural factors in enrolment and retention of secondary education According to UNHCR report (2010), in Somalia only about 20% of girls have access to formal education. The report argues that female genital mutilation has led to a virtual collapse of the education system. Kleir (1991) argues that this practice is so engraved in various

cultures that it defies its members and that there's a common belief that a girl will not become a woman without a procedure. According to Pich (1997), once a Somali girl gets circumcised she's considered mature for marriage and that girls are normally circumcised at 10yrs and therefore most of them do not go back to school after the practice, this therefore hinders secondary school acquisition and proceeding with the same.

Karua (2013) argues that early marriages constraints access of girl education as the practice of early marriage is common in the Somali refugee community. Nancy argues that Somali community view marriage of school girls as positive. Early marriages practices therefore makes pursuing an education remote for many girls as after education, many are not willing to return to schools as their family commitments as wives do not allow them to continue pursuing secondary education hence dropping out of school.

Cultural factors such as early marriage centered on aspects, which reflect the traditional division of labour and unequal training opportunities, which require girls to conform to what is considered suitable feminine work, occupation and attitudes. The gender role ideology drives from the different perception of gender roles, and status by society members with female being perceived as passive, submissive to male authority, physically and intellectually inferior to men. In some societies they held beliefs that educated girls become prostitutes and make them unfaithful to their husbands and boys aping European life and never come back to the rural life and neglecting the parents (Chapman, 2002). Besides beliefs, cultural practices also curtail students' aspiration for higher education. For example initiation ceremonies are still important in some communities. It is through these practices that students (boys and girls graduate to manhood/womanhood (Chapman, 2002). After such rites, they may be forced into early marriage, and in case where they pursue education this project becomes irrelevant. Once circumcised, they perceive themselves as adult. In view of the literature cited, cultural beliefs and practices among the various communities hampers woman empowerment in many ways. While there have been a number of studies on this subject, there is still need for in depth study to investigate and understand the influence these cultural practices have on women economic empowerment.

The practices of child marriage and guardianship in the society perpetuate gender inequality and violate the rights of women and girls. Early marriage removes protection from girls and forces them into early adulthood, while guardianship laws treat adult women as minors subject to a guardian's control. In Somali community, girls can marry as young as fourteen under the Law of Marriage Act, as young as puberty under customary law, and as young as nine under the Islamic Restatement Act. Guardianship laws permit men to marry off and inherit adult women, assume decision-making power over their children and property, and control their movement and activities. Tanzanian laws thus rob girls of their childhood, while infantilizing grown women. By trampling over the rights of women and girls, these laws debilitate their families and impoverish Somali society.

2.2.2 School based factors on the enrolment and retention of secondary education

School factors such as teachers, support staff and students are human resource factor that affects retention. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (UNESCO, 2005). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (UNESCO, 2011). Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Willms, 2000). However, there is need to strike balance as extremely low student teacher ratio leads to under utilization of teachers while high student teacher ratio compromises academic performances affecting quality of education. This study therefore seeks to establish the impact of human resource on students' students' performance as reflected by KCSE results.

Pajak (1990) also defined school factors as including all those activities by which educating administration may express leadership in the improvement of learning and

teaching processes. Kamindo (2008) notes that supervision is what school personnel has to do with adults and duties to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupils learning. Supervision of curriculum is directed towards maintaining and improving the teaching-learning of the school. Pajak (1990) defined school supervision as the primary process by which instructional excellence is achieved and maintained

Ahmed (1998) argues that there's a language barrier in refugee schools as most students do not understand English and this discourages them from attending schools. Most of the refugees are from Somali whose national language is Somalia which is "heavily dialectical." This dialectisation has become an issue as even the codification of the language is incomplete and there's a considerable fluctuation in spelling the language and this therefore constraints learning process and communication between the teachers and the learners and therefore makes learning process very hard.

Njenga (2012) on assessing factors influencing Sudanese refugees access to education argues that poorly adapted curricular and language of instruction has impacted on Sudan refugees education because adjusting to Kiswahili and English which are official languages in Kenya have become a challenge. Laeach (2003) argues that long distances have led to low enrollment of children in primary and secondary schools because the schools are far spread. Parents therefore fear for the security of their children and prefer the boys to go to school than the girls; this because girls are prone to rapes and other forms of physical abuse by men. There is much on literature pertaining to access of refugee girls to education just as elaborately espoused above. However, the studies conducted have only focused on access to education of refugee girls in general but none of the studies has come out handy to discuss specifically the transition and retention of secondary education among singly the Somali Bantu girls and therefore this study stands out to be this one effort.

2.2.3 Domestic labour and the enrolment and retention of secondary education

According to Dage (2013), there is a general vast disparities in girls' and boys' enrollment and retention rates in Daadab refugee camps which call for stronger approach. Dage argues that intense contracts between parents and children have led to refugee children having significant family responsibilities which interfere with a student's potential to progress academically. Dage argues that as a result of intense conflicts, children have been subjected to domestic labour and chores that significantly consumes their studying hours and this has led to deterioration in their performance in schools. As a result of this deterioration, such children have been subject to ridicule at school and at home due to poor performance and this has killed their morale top progress with education hence dropouts.

Children also suffer from the effects of labour as a result of internal division of work within the households (Tungesvik, 2000). During drought and other emergencies, some children are engaged in work outside the home together with their parents, whereas others carry out duties within the households in order to enable adults or other siblings attend work outside the home. Likewise, Tungesvik (2000) also notes that sending children to work can be a survival strategy employed by either parents or guardians in the course of trying to reduce risk of interruption of the income stream within the households. This is very common when households that are normally relatively prosperous, are exposed to diseases, natural disaster and outbreak of wars.

Pressure to run a home, look after children and care for the husband and family limit women. Negative economic development impacts negatively on women as they have to cope with taking care of children, often as single parents (Morris and Brenan, 2003). One other challenge is the responsibility of providing for the extended family and relatives. Most micro-enterprise financial resources are not usually isolated from personal finances and hence these family obligations are met from resources earned in the business. Their demands tend to drain the savings and income made by the business, since such finances would otherwise have been used in the enterprise for expansion and growth. Though some of them do assist in providing services in the enterprise (or in the family), the

financial obligations in supporting them usually exceeds the services they provide (Powell and Graves, 2003).

A gender stereotype consists of beliefs about the psychological traits and characteristics of, as well as the activities appropriate to, men or women. Gender roles are defined by behaviors, but gender stereotypes are beliefs and attitudes about masculinity and femininity. The concepts of gender role and gender stereotype tend to be related. When people associate a pattern of behavior with either women or men, they may overlook individual variations and exceptions and come to believe that the behavior is inevitably associated with one gender but not the other. Therefore, gender roles furnish the material for gender stereotypes.

Gender stereotypes are very influential; they affect conceptualizations of women and men and establish social categories for gender. These categories represent what people think, and even when beliefs vary from reality, the beliefs can be very powerful forces in judgments of self and others, as the headline story for this chapter showed. Therefore, the history, structure, and function of stereotypes are important topics in understanding the impact of gender on people's lives.

There are circumstances where the microeconomic environments of some households lead to demand for children participation in economic activity of the family. In this situation children engage in work because the social economic status of those households dictates so. For example the study by (Amm, 2000) clearly indicates that in Chunya District in Tanzania especially among the pastoralists' communities, the nature of households' economy is an explanation for why some children need to work. The pastoralists involve their children in looking after their animals instead of enrolling them in schools. And for those children who do happen to get enrolled most have to drop out of primary schooling so as to accompany their parents in search of pastures for their animals.

Chebet (2005) argues that the girl child in Somali community is always expected to perform domestic duties in the house and this makes them always late, and lack concentration in schools hence the end result is poor performance that discourages them

from school hence dropouts. Chaplan (2002) indicates that the Somali refugee girls perform poorly in national primary examinations hence unlikely to proceed to secondary education. Chaplan identifies competing demands on their study which he argues is manifested by household chores that make them late for school and inability to complete homework

Care report (2009) considers the fact that Somali refugee community have refused to accept that girls need to attend school fully without doing their house chores and this has affected the Somali refugee girls access and retention of education and particularly secondary education. Domestic labour therefore vitally serves as an impediment to enrolment and retention to both post primary and post secondary education for Somali bantu girls.

According to the National Development Plan (1997-2001), the economic status of the family has a stronger influence on girls' access to education than boys. The plans argue that unless the family is able to educate both boys and girls, the latter are less likely to reach the apex of the educational ladder. The report argues further that poor economic growth in Kenya has led to rampant poverty amongst Kenyans hence a decline in enrollment rates, increasing dropout rates and gender disparities as girls are married off at an early age.

Robinson et al (1984) argues that in poor families, children subjected to domestic works have no time to study hence this weakens their academic performance, Robinson et al argues that parents of girls felt that by enrolling and retaining the girl child in school, they've faced with the task of searching for a suitable bridegroom. These parents are convinced that settling down of an educated girl with lesser education is easier than of a girl with higher education.

2.2.4 Implementation of the Kenya's education curriculum

A curriculum is a "plan or program of all experiences which the learner encounters under the direction of a school" (Taba, 1962). According to Gatawa (1990), it is "the totality of the experiences of children for which schools are responsible". All this is in agreement

with Sergiovanni and Starrat (1983), who argue that curriculum is “that which a student is supposed to encounter, study, practice and master... what the student learns”. For others such as Beach and Reinhartz (1989), a curriculum outlines a prescribed series of courses to take. Thus curriculum is viewed as a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution.

Buchert (1998) has defined implementation as “carrying out the reform as planned.” Similarly, Pratt (1994) shortly defines implementation as the “Realization of an intended change. It is the “open use of a program throughout an entire school system” (UNESCO, 1977). It is “putting the show on the road” (Ornstein & Hunkins, 1998). Berman (1978) defined implementation as the carrying out of an authoritative decision, i.e., a policy choice. Pal (2006) described it as the execution of the developed policy.

Loucks and Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. For example, a curriculum plan in enhancing technology integration across the curriculum is introduced and you would want to know whether what was intended in the plan is actually being done in the classroom. The aim of developing a curriculum is to make a difference to learners. Simply put, curriculum implementation is bringing about change and hopefully improvement.

As stated by Pratt, (1994), when we enter the field of implementation we leave the green pastures of educational planning and enter the harsh arena of politics...” (Pratt, 1994). Implementation is “The Great Barrier Reef” (Pratt, 1980). There are many twists and turns as unexpected events occur along the way in the process of implementation efforts. Several innovations and reforms fail to point the way to change, because of insufficient attention to design or implementation, deficit capacity for implementation, cost or inadequate financing, novelty of the approach or rejection by the community/beneficiaries and reluctance of teachers. For example, a large-scale educational television program launched in 1971 by the government of Cote d’Ivoire to expand primary education was canceled in 1982 because of implementation problems and criticisms of cost and quality (Lockheed & Verspoor, 1991).

Putting the curriculum into operation requires an implementing agent who is the teacher. Stufflebeam and Shinkfield (1986) argue that effective curriculum implementation also include staff development strategies, as teachers need to be equipped to adjust their classroom instruction according to the requirements of the new curriculum. In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Stufflebeam and Shinkfield, 1986).

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum implementation effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

Fullan and Park (1981) asserted that implementation is "changing practice" that consists of alterations from existing practice to some new or revised practice in order to achieve certain desired student learning outcomes. They alleged that implementation is considered changing practice because the emphasis is on actual use rather than on assumed use. Actual use in fact entails whatever change may occur in practice.

2.3 Theoretical framework

This study was based on Abraham Maslow's theory of hierarchy of needs. Abraham Maslow developed the Hierarchy of Needs model in 1940-50s USA, and the Hierarchy of Needs theory remains valid today for understanding human motivation, management training, and personal development. Abraham Maslow argues that human beings have five fundamental needs with which satisfaction of one leads another. The needs are

physiological needs, safety needs e.g. protection, security, then belonging and needs e.g. family, affection, work group, thirdly is esteem needs such as achievement, status, responsibility, reputation and finally are 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's the need of self actualization.

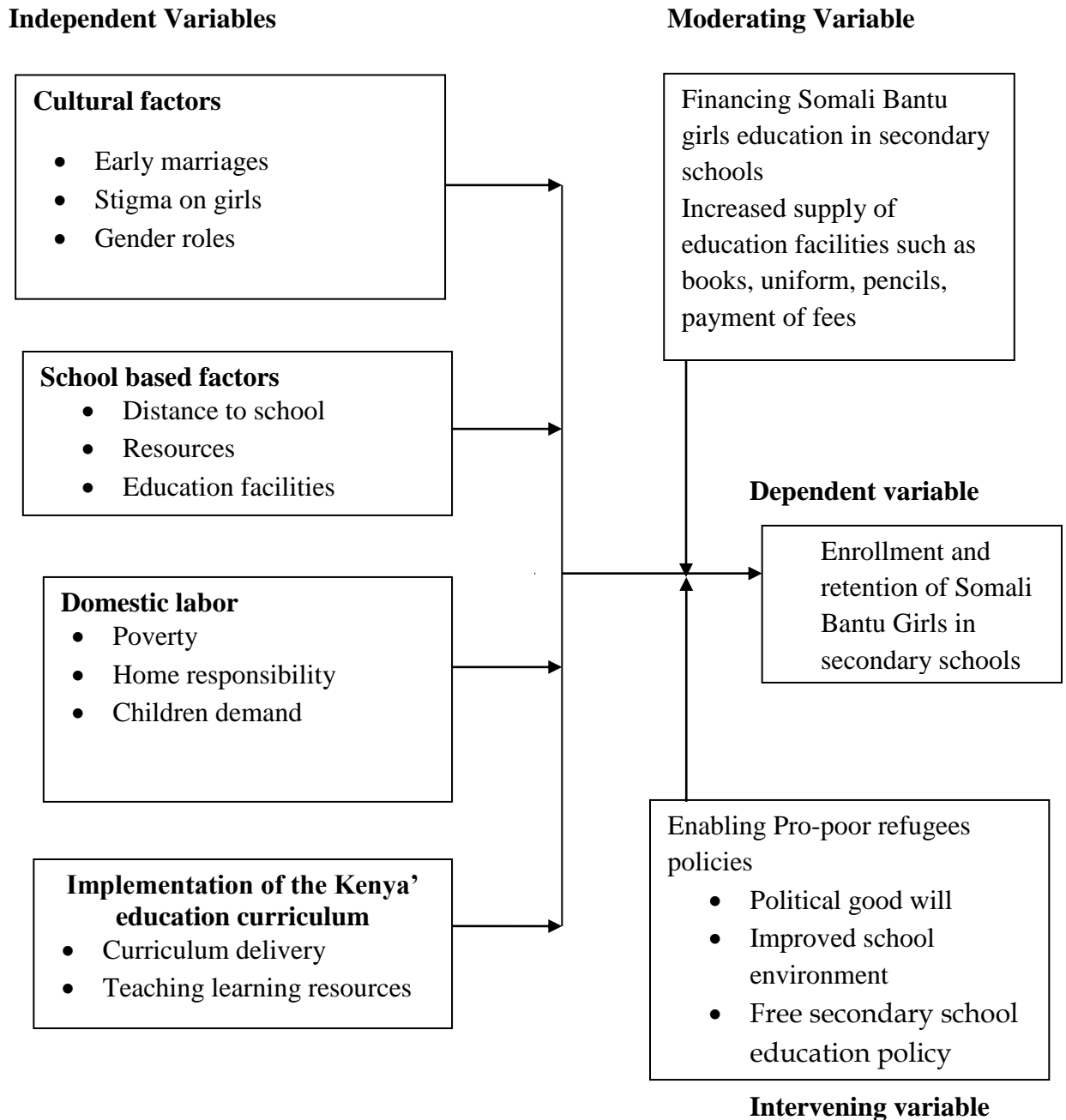
Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Abraham Maslow's Hierarchy of Needs helps to explain how these needs motivate us all. Maslow's Hierarchy of Needs states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development. This theory was fundamentally be relevant to this study as it will be the lens of the study that depicted the various factors influencing enrolment and retention of Refugee Somali Bantu girls' in secondary schools in Daadab refugee camps. A variety of factors were vital in analyzing the extent to which the enrolment and retention of Refugee Somali girls in Daadab Complex is considered low as some of the girls may not have successfully completed 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 certain minimum requirements or rather thresholds that are considered essential to a standard of living which he terms as physiological or biological needs; such as health, clothing, food, shelter and sex. These are primary needs that need to be satisfied before other needs are satisfied. But in Daadab refugee camps, there's abject poverty that characterizes the refugees as family incomes are low hence parents not able to afford paying school fees for their girls in secondary education and this has contributed to Somali Bantu girls not going to secondary schools hence low enrollment and retention.

Moreover, the opportunity cost of secondary schooling for the refugees become high with the high poverty incidence levels in Daadab refugee camps as most parents find it a waste-of time and a luxury to send their female children to secondary schools in the Daadab refugee camps. In this way therefore, Abraham Maslow's theory become very vital to this study in assessment of what factors influence Somali refugee Bantu Girls' low enrollment and retention to secondary schools.

2.4 Conceptual framework

Figure 1. The relationships between Independent and dependent Variable



The conceptual framework as evidenced in figure 1 above shows the conceptual model which depicts the variables and their possible patterns of influence on each other and how

they might affect the retention and low enrollment of refugee Somali Bantu girls in secondary schools in Daadab Refugee Complex.

The conceptual framework which was applied to this study identifies cultural factors and school based factors as the independent variables. It also identifies the dependent variable as low enrollment and retention of refugee Somali Bantu girls in secondary schools in Daadab. From the conceptual framework, various intervening variables was analyzed such as there's need for financing of the secondary schools, increased subsidization of the secondary school's fees as vital factors that will boost enrollment and retention of refugee Somali girls in secondary schools in Daadab Refugee Complex. These intervening variables were therefore boost the dependent variable. This conceptual framework will come in handy, in this study because in dealing with low enrollment and retention of Somali Bantu girls in secondary schools in Daadab, it's vital to deal with the moderating variables which are acting negatively on the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter consisted of the research methodology including data collection designs and the Procedures under the following subheadings; Research design, target population, sample and Sampling procedures, research instruments, validity and reliability of instruments, data collection, procedures and data analysis

3.1. Research Design

The aim of this research was to investigate the determinants of the Somali refugee Bantu girls' enrolment and retention in secondary schools in Daadab. The researcher used descriptive survey because it was concerned with describing the characteristics of a particular group. Descriptive survey design is a method that enables one to gather data from relatively large number of subjects at a particular time (Mugenda and Mugenda 1999). This method is considered convenient to the researcher because it enabled to collect data from members of the population, interpret and establish a relationship between the variables and their significance.

3.2. Target Population

Target population is defined as all members of the real population otherwise defined as all members of the real set of people, events or objects to which a research wishes to generalize the results of the study. The study targeted the seven secondary schools in Daadab Refugee camps which are; tawakal, Dagahaley, nasib, ifo secondary school, towfig, waberi and Hagadera secondary schools. It consisted of the 7 headteachers, 190

teachers, 944 Refugee Bantu Somali girls in secondary schools in Daadab refugee camps and the social workers in the NGOs operating in Daadab refugee camps.

3.3 Sample Size and Sampling Technique

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2003). A sample is therefore a smaller group obtained from the accessible population. According to Mugenda and Mugenda (2003), 30% or more samples may be required for descriptive studies. Daadab refugee camp has seven secondary schools namely; Tawakal, Dagahaley, Nasib, Ifo secondary school, Towfig, Waberi and Hagadera secondary schools.

The sample therefore comprised of 283 of Somali refugee girls, 4 head teachers and 63 teachers. The sampling frame used was a list of all the secondary schools in Daadab Refugee Camp as is obtained from the UNHCR office based at the Daadab refugee camp. This was done to ensure the sample is a true representative of the population for the purpose of internal and external validity. Simple random sampling technique was used, to select the respondent in the 7 secondary schools. Orodho (2003) argues that no specific rules on how to obtain an adequate sample have been formulated. He suggests that in a homogenous situation a small sample would be required while a heterogeneous variable situation a large sample is required. The researcher divided the population and picked the respondents at an interval of 2. A random selection was used to select teachers for the study. 3 sample units in teachers from each of the 7 schools were selected by writing Yes/No in each school on pieces of paper and put in a container. From which 6 teachers were picked one at a time through random method recording the name and returning it in the container to ensure every teacher has an equal chance of selection until 3 teachers were picked from the number 63. The researcher preferred to use to use form three and four girls because they would filled the questionnaire without much assistance.

3.4. Data collection instruments

The data for this research was collected from both primary and secondary sources of data collection. The secondary source included records, past research by other scholars and documents. The primary sources were vitally considered as subjects of the study who had given actual data collected from the field. The instruments which was administered for collecting data from the field included questionnaire for head teachers, teachers, form three and four girls and interview guide for the staff of the NGOs and other social workers in Daadab refugee complex to get their views on factors influencing enrolment and retention of Somali Bantu Girls in Daadab refugee complex..

Questionnaires were used because the population is literate hence able to read and comprehend the questions. They were administered and left with the respondents to fill in before being collected a 3-4days later. Interview guide was used because it allowed the researcher to obtain in depth data which might not be possible to get using questionnaire. This was vitally made possible by using probing questions.

Administration of various research instruments were described below.

3.4.1. Questionnaire

It's referred to as a collection of items to which the respondent is expected to react to in writing. It is suitable for collecting a lot of information from a larger population over a short period of time. In this study a questionnaire was used to obtain data from head teachers, teachers, and form three and four girls while some items were adapted from the previous research by other researchers.

(a) Students Questionnaire

The questionnaire was made of questions with multiple choices where the girls were expected to mark a tick on the most appropriate answer. There was a few close entered and open ended questions. The questions required ticking correct answer or choosing from the alternatives given. The girls' questionnaire attempted to gather data on general

demographic information on grades, age and hence background, parental involvement in the education of the children, family size and educational qualification of other siblings.

(b) Headteachers Questionnaire

The Headteachers' questionnaire attempted to collect data on the girls' attendance, enrolment of girls', the number of girls who are admitted to institutions of higher learning from the secondary school, number of teachers according to gender and the parental involvement in girls' school works.

(c) Teachers Questionnaire

Teachers' questionnaires tried to gather data on demographic information of the teachers of the seven schools in Daadab refugee camps such as gender, academic qualifications, professional qualifications, teaching experience and on the enrolment of girls in the schools.

3.4.2. Interview Guide

Interview guide for the staff of the NGOs and other social workers in Daadab refugee complex was mainly collect data on how the various organizations the social workers work with have assisted in the Somali Bantu girls enrolment and retention to secondary schools; the extent to which the government of Kenya has assisted in enrolment and retention of Somali refugee Bantu girls from primary to secondary education and last but not least, the socio-cultural factors hindering the enrolment and retention of Somali refugee Bantu Girls in secondary schools. Interview guide will be considered appropriate for the social workers because the researcher was in position to obtain in depth data about enrolment and retention of Somali refugee Bantu girls that may otherwise not be able to obtain through the use of questionnaires for this particular group of respondents.

3.5 Validity of the instruments

According to Orodho (2003), validity of a test is a measure of how well a test measures what it is supposed to measure. A pretest was conducted. The aim of pre-testing was to gauge the clarity and relevance of the questions in the questionnaire. Items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. The researcher used content validity to check whether the objectives are represented in the research instruments. The supervisor who was an experts in the area of study also validated the instruments through expert judgment (Orodho , 2003).

3.6 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. To enhance the reliability of the instrument, a pretest was conducted. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest reliability method which involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second test. Product moment correlation was computed to determine the correlation. In this study a minimum correlation of 0.5 was considered as a good measure of reliability of the instrument

3.7. Data Collection procedures

The researcher sought a research permit from the University of Nairobi and the letter was taken to the Director of Programs at UNHCR Daadab refugee Camps o for permission to conduct the research. The researcher then proceeded to report to the Refugee Officer, and thereafter wrote letters to the administration to be allowed to do the study in their respective schools. The researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study before administering the questionnaire

to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. Instructions were carefully explained to the respondents prior to the issuance of the questionnaires. The completed questionnaires were collected once filled out.

3.8 Data analysis techniques

After data collection, it was cross-examined to ascertain their accuracy, completeness and identify those items which were wrongly responded to, spelling mistakes and blank spaces. Quantitative data was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 17.0. This generated the frequencies and percentages which were used to discuss the findings. Qualitative data was analyzed following the steps suggested by Kothari (1999). Kothari suggest that qualitative data analysis consists of three procedures namely data reduction, data display and conclusion drawing inferences and verification. Pearson Correlation Coefficient was also used. The first step, of qualitative data was to reduce and organise it, coding, discarding irrelevant data. In this step, the researcher tried and discarded all irrelevant information. In data display step, the researcher made conclusions from the mass of data. Miles and Kothari (1995) suggest that a good display of data, in the form of tables, charts and other graphical formats is essential. In the third step, the researcher made conclusion and or verification from the data.

3.8. Ethical Considerations

The researcher ensured that participants are well informed of the intentions of the study so that they participate from a point of information. The researcher also ensured that data to be collected was analyzed professionally and that it was not fudged to conform to a predetermined opinion. Further, to protect the respondents' identities, data to be reported was as a block instead of highlighting individual cases. These are the major ethical issues in research (Kothari, 1990). Further, the study did not insist on the identity of the respondents as a condition for participating in the study. And even for those who provide their identities, they were not made salient features in the reporting process.

3.11 Operationalisation of variables

Research objectives	Variables	Indicator	Measurement	Tools of analysis	Types of tools
To establish the influence of cultural practices of Somali bantu girls on enrolment and retention in secondary school education in Daadab refugee camps	Independent Cultural factors Dependent Enrollment and retention of Somali Bantu Girls in secondary schools	Early marriages Stigma on girls Gender roles	Nominal scale	Quantitative	Percentages Frequencies
To determine the influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education in Kenya	Independent School based factors Dependent Enrollment and retention of Somali Bantu Girls in secondary schools	Distance to school Resources Education facilities	Nominal scale	Quantitative	Percentages Frequencies
To assess the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools in Daadab refugee camps.	Independent Domestic labor Dependent Enrollment and retention of Somali Bantu Girls in secondary schools	Poverty Home responsibility Children demand	Nominal scale	Quantitative	Percentages Frequencies
To evaluate how implementation of the Kenya's education curriculum influence the enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps.	Independent Implementation of the Kenya' education curriculum Dependent Enrollment and retention of Somali Bantu Girls	Curriculum delivery	Nominal scale	Quantitative	Percentages Frequencies

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentation, interpretation and discussion of findings. The presentation was done based on the research questions.

4.1 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of 283 Somali refugee girls, 4 head teachers and 63 teachers sampled by the study, 4 (100.0%) head teachers, 255 (90.1%) of Somali refugee girls and 60 (95.2%) of teachers filled and returned the questionnaire.

4.2 Demographic information of respondents

This section dealt with the demographic information of the respondents; head teachers, Somali Bantu refugee girl and teachers in Daadab refugee camps.

4.2.1 Demographic information of head teachers

The head teachers were asked to indicate the number of Somali Bantu Girls in their school. Table 4.1 presents the data.

Table 4.1 Head teachers' responses on the number of Somali Bantu Girls in their school

Response	F	%
Less than 100	1	25.0
101-500	2	50.0
More than 500	1	25.0
Total	4	100.0

Table 4.1 shows that 1(25.0%) of head teachers had less than 100 Somali Bantu Girls in their school, the same number of head teachers had more than 500 Somali Bantu Girls in their school while majority 2(50.0%) of head teachers had between 101 and 500 Somali Bantu Girls in their school.

Table 4.2 Head teachers' responses on the number of years in the current school

Response	F	%
1 to 5years	3	75.0
More than 5 Years	1	25.0
Total	4	100.0

Table 4.2 reveals that Majority 3(75.0%) of head teachers had been in their current school for between 1 and 5 years while 1(25.0%) of head teachers had served in their current school for more than 5 years. This shows that the head teachers had served the school for considerable number of years and hence were in a position to give information on factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps.

4.2.2 Demographic information of Somali Bantu refugee girls

The demographic information of Somali Bantu refugee girls was based on their age, class, family size and the number of years they had been in the camp. Table 4.3 tabulates the age of the Somali Bantu refugee girls

Table 4.3 Age of the Somali Bantu refugee girls

Age	F	%
9 – 12 years	73	28.6
13 – 16 years	149	58.4
17 – 20 years	33	12.9
Total	255	100.0

Table 4.3 shows that majority 149(58.4%) of girls were aged between 13 and 16 years, 73(28.6%) of girls were aged between 9 and 12 years while 33(12.9%) of girls were aged between 17 and 20 years. This shows that the girls were old enough to understand the factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools.

Table 4.4 Class of the Somali Bantu refugee girls

Class	F	%
Form three	149	58.4
Form four	106	41.6
Total	255	100.0

Table 4.4 shows that majority 149(58.4%) of girls indicated that they were in form three while 106(41.6%) of girls were in form four. This shows that the girls had been in school for relative years and hence would understand the factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools.

Table 4.5 Family Size of the Somali Bantu refugee girls

Family size	F	%
Less than 4	57	22.4
4 - 6	78	30.6
More than 6	120	47.1
Total	255	100.0

Table 4.5 shows that 57(22.4%) of girls had less than four members in their families, 78(30.6%) of girls had between 4 and 6 members in their family while 120(47.1%) of girls indicated that they had more than 6 members in their family. This shows that the camps families were big.

Table 4.6 Number of years of the Somali Bantu refugee girls in the refugee camp

Years	F	%
Less than 3 years	172	67.5
4-7 years	55	21.6
More than 7 years	28	11.0
Total	255	100.0

Table 4.6 shows that majority 172(67.5%) of girls had been in the refugee camp for less than 3 years, 55(21.6%) of girls for between 4 and 7 years while 28(11.0%) of girls indicated that they had been in refugee camp for more than 7 years. This shows that girls had been in the camp for considerable number of years and hence were in a position to provide the required information.

4.2.3 Demographic information of teachers in Dadaab refugee camps

The demographic information of teachers in Dadaab refugee camps was based on their gender, age, highest educational qualification and the number of years they had served as teacher in the camp.

Table 4.7 Distribution of teachers according to gender

Gender	F	%
Male	40	66.7
Female	20	33.3
Total	60	100.0

Table 4.7 indicates that Majority 40(66.7%) of teachers were male while 20(33.3%) of teachers were female.

Table 4.8 tabulates the age of the teachers. This shows that there were more male teachers than female teachers in the camps.

Table 4.8 Distribution of teachers according to age

Age	F	%
Less than 25 years	10	16.7
26-30 years	8	13.3
31-35 years	17	28.3
Above 35 years	25	41.7
Total	60	100.0

Table 4.8 reveals that 10(16.7%) of teachers were less than 25 years old, 8(13.3%) of teachers were aged between 26 and 30 years, 17(28.3%) of teachers were aged between 31 and 35 years while 25(41.7%) of teachers were above 35 years old. Data shows that teachers were relative old and hence would understand the factors that influence

enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps.

Table 4.9 Distribution of teachers according to highest educational qualification

Highest educational qualification	F	%
Certificate	19	31.7
Diploma	29	48.3
Bachelors' degree	12	20.0
Total	60	100.0

Table 4.9 shows that 19(31.7%) of teachers had certificate highest educational qualification, 29(48.3%) of teachers had diploma highest educational qualification while 12(20.0%) of teachers had bachelors degree highest educational qualification. This shows that teachers had required academic qualification to be in teaching profession.

Table 4.10 Distribution of teachers according to years as teacher in the camp

Years	F	%
1-5 years	16	26.7
6-10 years	19	31.7
11-15 years	12	20.0
Above 11 years	13	21.7
Total	60	100.0

Table 4.10 shows that 16(26.7%) of teachers had been in the camp for between 1 and 5 years, 19(31.7%) of teachers for between 6 and 10 years, 12(20.0%) of teachers had taught in the camp for between 11 and 15 years while 13(21.7%) of teachers had taught in the camp for above 11 years. Data shows that teachers had been in the camp for considerable number of years and hence would provide information on factors that influence enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps.

4.5 Impact of cultural practices of Somali bantu girls on enrolment and retention in secondary school education in Daadab refugee camps

To explore the factors influencing enrolment and retention of Somali Bantu girls in secondary schools in Daadab refugee camps, the researcher sought to establish the impact of cultural practices of Somali on refugee Somali Bantu girls' secondary school education. Data is presented in the following section:

Table 4.11 Responses on whether cultural practices has an influence on refugee Somali Bantu girls secondary school education

Statement	Yes		No	
	F	%	F	%
Head teachers	3	75.0	1	25.0
Teachers	52	86.7	8	13.3
Girls	224	87.8	31	12.2
Total	279	249.5	40	50.5

Table 4.11 shows that majority 3(75.0%) of head teachers, majority 52(86.7%) of teachers and majority 224(87.8%) of girls indicated that cultural practices has an influence on refugee Somali Bantu girls secondary school education.

Table 4.12 Somali Bantu girls' responses on cultural practices of Somali

Statements	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Most Somali Bantu Girls do not go back to school after circumcision.	162	63.5	37	14.5	56	22.0
Most Somali Bantu Girls are subjected to a lot of domestic work at home that makes them perform poorly in schools.	222	87.1	11	4.3	22	8.6
Distance to school affects performance and subsequent drop outs from secondary schools.	194	76.1	22	8.6	39	15.3
Most Somali Bantu girls are discouraged with secondary school education due to poor performance in class.	177	69.4	19	7.5	59	23.1
Once a girl gets circumcised she may be approached by any man for marriage and stops schooling.	126	49.4	11	4.3	118	46.3
Total	881	345.5	100	39.2	294	115.3

Table 4.12 shows that majority 162(63.5%) of Somali Bantu girls agreed that most Somali Bantu Girls do not go back to school after circumcision, majority 222(87.1%) of girls agreed that most Somali Bantu Girls were subjected to a lot of domestic work at home that made them perform poorly in schools. Majority 194(76.1%) of girls agreed that distance to school affected performance and subsequent drop outs from secondary schools. Data further shows that majority 177(69.4%) of girls agreed that most Somali Bantu girls were discouraged with secondary school education due to poor performance in class while 126(49.4%) of girls agreed that once a girl got circumcised she would be approached by any man for marriage and stops schooling. This agrees with Pich (1997), who indicated that once a Somali girl gets circumcised she's considered mature for marriage and that girls are normally circumcised with 10yrs and therefore most of them do not go back to school after the practice, this therefore hinders secondary school acquisition and proceeding with the same.

The head teachers further indicated that they enrolled many Somali Bantu Girls from primary school in an academic year but few girls complete their studies at the end of the four years. This was due to early marriages and domestic roles of the girls.

Table 4.13 Head teachers’ responses on impact of cultural practices of Somali on refugee Somali Bantu girls’ secondary school education

Statement	Agree		Disagree	
	F	%	F	%
Somali customs does not recognize girl education	4	100.0	0	0.0
Somali community values girls who stay at home and look after family	3	75.0	1	25.0
Girls are not strong enough to continue with education	3	75.0	1	25.0
Somali community values girls who stay at home and look after family	4	100.0	0	0.0
When girls attend schools they lose their families	3	75.0	1	25.0

Table 4.13 indicates that 100% of head teachers agreed that Somali customs does not recognize girl education and that Somali community values girls who stay at home and look after family. Majority 3(75.0%) of head teachers agreed that Somali community values girls who stay at home and look after family, girls were not strong enough to continue with education and that when girls attend schools they lose their families. This implies that cultural practices had an impact on Somali on refugee Somali Bantu girls’ secondary school education.

Table 4.14 Teachers’ responses on influence of cultural practices on Somali bantu girls.

Statement	Agree		Disagree	
	F	%	F	%
Somali customs does not recognize girl education	56	93.3	4	6.7
Somali community values girls who stay at home and look after family	53	88.3	7	11.7
Girls are not strong enough to continue with education	39	65.0	21	35.0
Somali community values girls who stay at home and look after family	53	88.3	7	11.7
When girls attend schools they lose their families	45	75.0	15	25.0
Total	246	409.9	54	90.1

Table 4.14 shows that majority 56(93.3%) of teachers agreed that Somali customs does not recognize girl education, majority 53(88.3%) of teachers agreed that Somali community values girls who stay at home and look after family and that it values girls who stay at home and look after family. Data further shows that majority 39(65.0%) of teachers agreed that girls were not strong enough to continue with education.

Table 4.15 Girls responses on impact of cultural practices of Somali Bantu girls

Statement	Agree		Disagree	
	F	%	F	%
Somali girls who enter school with low marks need support	199	78.0	56	22.0
Refugee camp education enables pupils to be at the same ability	224	87.8	31	12.2
School enrolls Somali Bantu girls who are below average	209	82.0	46	18.0
Table	632	247.8	133	52.2

Table 4.15 indicates that Majority 199(78.0%) of girls agreed that Somali girls who enter school with low marks need support, majority 224(87.8%) of girls agreed that Refugee camp education enables pupils to be at the same ability while majority 209(82.0%) of girls agreed that schools enrolled Somali Bantu girls who are below average.

Table 4.16 Teachers rate on the Somali Bantu Refugee girl’s attendance to school

Response	F	%
Good	9	15.0
Fair	20	33.3
Poor	31	51.7
Total	60	100.0

Table 4.16 shows that majority 31(51.7%) of teachers indicated that Somali Bantu Refugee girl’s attendance to school was poor, 20(33.3%) of teachers indicated it was fair while 9(15.0%) of teachers indicated that Somali Bantu Refugee girl’s attendance to school was good. Poor attendance was as a result of cultural practices of Somali.

Table 4.17 Teachers responses on whether FGM affect the Somali Bantu refugee Girls education

Response	F	%
Yes	44	73.3
No	16	26.7
Total	60	100.0

Table 4.17 indicates that Majority 44(73.3%) of teachers indicated that FGM affect the Somali Bantu refugee Girls education while 16(26.7%) of teachers indicated that FGM does not have an affect the Somali Bantu refugee Girls education. This was because once a girl got circumcised she would be approached by any man for marriage and stops schooling.

Table 4.18 Teachers response on whether distance to school affects Somali girl's education

Response	F	%
Yes	52	86.7
No	8	13.3
Total	60	100.0

Table 4.18 reveals that majority 52(86.7%) of teachers indicated that distance to school affected Somali girl's education while 8(13.3%) of teachers indicated that distance to school does not affects Somali girl's education.

Table 4.19 Responses on whether early marriage to the Somali Refugee Bantu Girl affects her enrolment and retention of secondary school education

Response	Teachers		Somali Refugee Bantu Girls	
	F	%	F	%
Yes	52	86.7	8	13.3
No	211	82.7	44	17.3
Total	263	169.4	53	20.6

Table 4.19 shows that majority 52(86.7%) of teachers and majority 211(82.7%) of Somali Refugee Bantu girls indicated that early marriage to the Somali Refugee Bantu girl affects her enrolment and retention of secondary school education. This agrees with Nancy (2013) who argues that early marriages constraints access of girl education as the practice of early marriage is common in the Somali refugee community.

Table 4.20 Somali refugee Bantu girl responses on whether early marriage affects enrolment to secondary Education

Response	F	%
Yes	172	67.5
No	83	32.5
Total	255	100.0

Table 4.20 shows that Majority 172(67.5%) of girls indicated that early marriage to the Somali Bantu refugee girl affects her enrolment and retention to secondary Education while 83(32.4%) of girls indicated that early marriage to the Somali Bantu Refugee Girl does not affects her enrolment and retention to secondary Education. When girls were approached by man for marriage they stop schooling.

From the interview the NGOS Staff and social workers it was indicated that female genital mutilation and marriages constraints were some of the social-cultural factors the organizations considered to have hindered enrolment and retention of Somali Bantu Refugee girls to Secondary Education in Dadaab Refugee Complex. The organization has offered trainings to the parents on family responsibilities and cultural practices and their effect on their girl child education to assist secondary Schools.

To establish the impact of cultural practices of Somali Bantu girls on enrolment and retention in secondary school education in Dadaab refugee camps, Pearson Correlation Coefficient analysis was used. The analyses were performed using the Pearson Correlation Coefficient the data is presented in table 4.22 below

Table 4.21 Pearson Correlation of cultural practices of Somali Bantu girls on enrolment and retention in secondary school education in Dadaab refugee camps

		Cultural practices	Enrolment and retention
Pearson	Cultural practices	1.000	0.68
Si 1 - tailed	Implementation of strategic plans	0.68	1.000
N	21	75	
Total		76.68	1.68

The data shows that there was a positive relationship (0.68) between Cultural practices and enrolment and retention in secondary school education in Dadaab refugee camps.

The results show that cultural practices influenced enrolment and retention in secondary school education in Daadab refugee camps at 68%.

4.6 Influence of school based factors on refugee Somali Bantu girls’ enrolment and retention to secondary schools education in Kenya

To establish the influence of school based factors on refugee Somali Bantu girls’ enrolment and retention to secondary schools education in Kenya, the researcher posed items to the respondents to establish the same. Data is presented in the following section:

Table 4.22 Responses on whether school had adequate teachers to handle the number of girls

Respondents	Yes		No	
	F	%	F	%
Head teachers	0	0.0	4	100.0
Teachers	7	11.7	53	88.3
Girls	42	16.5	213	83.5
Total	49	28.2	270	271.8

Table 4.22 reveals that majority 53(88.3%) of teachers, majority 213(83.5%) of girls and 100% of head teachers indicated that they had inadequate teachers to handle the number of girls in school. This shows that teachers were inadequate compared to number of students in the class.

Table 4.23 Responses on whether teachers were prepared to handle large classes.

Respondents	Yes		No	
	F	%	F	%
Head teachers	3	75.0	1	25.0
Teachers	53	88.3	7	11.7
Total	56	163.3	8	36.7

Table 4.23 indicates that Majority 3(75.0%) of head teachers and majority 53(88.3%) of teachers indicated that teachers in refugee camp were prepared to handle large classes. This was as a result of high teacher student ratio in the schools.

Table 4.24 Head teachers’ responses on the influence of school based factors on refugee Somali Bantu girls’ enrolment and retention to secondary schools education

Statement	Agree		Disagree	
	F	%	F	%
Teachers teaching load is high in refugee camp	4	100.0	0	0.0
I ensure students’ performance by improving teachers performance in refugee camp	3	75.0	1	25.0
My reward system encourages quality work in refugee camp	3	75.0	1	25.0
Low student teacher ratio ensures high attention level	3	75.0	1	25.0
Most refugee camp teachers are de motivated	4	100.0	0	0.0
Somali girls who enter school with low marks need support	3	75.0	1	25.0
Refugee camp education enables pupils to be at the same ability	4	100.0	0	0.0
School enrolls Somali Bantu girls who are below average	4	100.0	0	0.0
Total	28	700	4	100

Table 4.24 reveals that 100% of head teachers agreed that teachers teaching load was high in refugee camp, most refugee camp teachers were de motivated, refugee camp education enables pupils to be at the same ability and that schools enrolls Somali Bantu girls who are below average. Majority 3(75.0%) of head teachers agreed that they ensure students’ performance by improving teachers performance in refugee camp and that reward system encourages quality work in refugee camp. Low student teacher ratio ensures high attention level and Somali girls who enter school with low marks need support as indicated by majority (75.0%) of head teachers.

Table 4.25 Teachers responses on the influence of school based factors on refugee Somali Bantu girls' enrolment and retention to secondary schools education.

Statement	Agree		Disagree	
	F	%	F	%
Teachers teaching load is high in refugee camp	55	91.7	5	8.3
My reward system encourages quality work in refugee camp	56	93.3	4	6.7
Low student teacher ratio ensures high attention level	56	93.3	4	6.7
Most refugee camp teachers are de motivated	56	93.3	4	6.7
Somali girls who enter school with low marks need support	46	76.7	14	23.3
Refugee camp education enables pupils to be at the same ability	59	98.3	1	1.7
School enrolls Somali Bantu girls who are below average	53	88.3	7	11.7
	381	634.9	39	65.1

Table 4.25 shows that majority 55(91.7%) of teachers agreed that their teaching load is high in refugee camp, majority 56(93.3%) of teachers agreed that they their reward system encourages quality work in refugee camp, low student teacher ratio ensures high attention level and that most refugee camp teachers are de motivated. Majority 46(76.7%) of teachers agreed that Somali girls who enter school with low marks need support while 53(88.3%) of teachers agreed that school enrolls Somali Bantu girls who are below average

Table 4.26 Teachers' responses on how the Somali refugee Bantu girls perform

Response	F	%
Good	4	6.7
Fair	20	33.3
Poor	36	60.0
Total	60	100.0

Table 4.26 indicates that Majority 36(60.0%) of teachers indicated that the Somali refugee Bantu girls averagely performed poor in their subject, 20(33.3%) of teachers indicated that they performed fairly while 4(6.7%) of teachers indicated that Somali refugee Bantu girls averagely performed good in their subject. Teachers said that this poor performance was due to the domestic roles the girls were assigned at home. This agrees with Chebet (2005) who argues that the girl child in Somali community is always expected to perform domestic duties in the house and this makes them always late, and lack concentration in schools hence the end result is poor performance that discourages them from school hence dropouts.

Table 4.27 Teachers responses on the extent they use teaching methods

Teaching methods	Very Large		Large Extent		Moderate	
	Extent				Extent	
	F	%	F	%	F	%
Organized lessons	28	46.7	24	40.0	8	13.3
Teacher asks questions in class	9	15.0	28	46.7	23	38.3
Teacher uses explanation to illustrate a concept	28	46.7	8	13.3	24	40.0
Teacher uses demonstration to teach	28	46.7	17	28.3	15	25.0
Total	93	155.1	77	128.3	70	116.6

Table 4.27 shows that 28(46.7%) of teachers indicated that the used organized lessons, explanation to illustrate a concept and demonstration to teach to a very large extent, the same number of teachers used questions teaching method to a large extent. This shows that teachers in refugee camps used various teaching methods in class

Table 4.28 Head teachers' responses on the number of teachers in the school

Number	Male		Female	
	F	%	F	%
Less than 5 teachers	1	25.0	1	25.0
5-10 teachers	1	25.0	2	50.0
More than 10 teachers	2	50.0	1	25.0
Total	4	100.0	4	100.0

Data shows that majority 2(50.0%) of head teachers had more than 10 male teachers while the same number of head teachers had between 5 and 10 female teachers. This implies that there was disparity in gender of teachers in Dadaab refugee camps.

Table 4.29 Response on when Somali Bantu girls enrolled primary school

Response	F	%
6-9 years	175	68.6
10-13 years	58	22.7
More than 13 years	22	8.6
Total	255	100.0

Table 4.29 reveals that Majority 175(68/6%) of girls indicated that they enrolled primary school at the age of between 6 and 9 years, 58(22.7%) of girls at the age between 10 and 13 years while 22(8.6%) of girls indicated that they enrolled primary school when they were more than 13 years old. This age difference was as a result of socio- cultural practices and economic factors of the community.

Table 4.30 Response on factors that affect the enrolment of Somali Refugee Bantu Girl to Secondary school and their retention in schools

Response	F	%
Socio-Cultural factors	188	73.7

Economic factors	67	26.3
Total	255	100.0

Majority 188(73.7%) of girls indicated that Socio-Cultural factors affected the enrolment of Somali Refugee Bantu Girl to Secondary school and their retention in schools while 67(26.3%) of girls indicated that economic factors affected the enrolment of Somali Refugee Bantu Girl to secondary school. This Socio-Cultural factors includes, female genital mutilation and marriages constraints.

To determine the influence of school based factors on refugee Somali Bantu girls' enrolment and retention to secondary schools education in Kenya, Pearson Correlation Coefficient was used. Table 4.31 presents the findings of the Pearson Correlation Coefficient of school based factors on enrolment and retention in secondary school education in Dadaab refugee camps

Table 4.31 Correlations for school based factors on refugee Somali Bantu girls' enrolment and retention in secondary school education in Dadaab refugee camps

		School based factors	Enrolment and retention
Pearson	School based factors	1.000	0.75
Si 1 - tailed	Enrolment and retention	0.75	1.000
N	255	4	
Total		5.75	1.75

The table 4.31 shows that there was strong positive (0.75) relationship between school based factors and Somali Bantu girls' enrolment and retention to secondary schools education in Dadaab refugee camps.

4.5 Influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools in Daadab refugee camps

To establish the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools in Daadab refugee camps, the respondents were posed with items that sought the same. Data is tabulated in the following section:

Table 4.32 Responses on whether domestic labor influence Somali Bantu girl enrolment and retention in secondary schools

Respondents	Yes		No	
	F	%	F	%
Head teachers	3	75.0	1	25.0
Teachers	59	98.3	1	1.7
Girls	213	83.5	42	16.5
Total	275	256.8	44	43.2

Table 4.32 indicates that majority 3(75.0%) of head teachers, majority 59(98.3%) of teachers and majority 213(83.5%) of girls indicated that domestic labor influence Somali Bantu girl enrolment and retention in secondary schools

Table 4.33 Somali Bantu girls' responses on the domestic labor in Dadaab refugee camps

Duties	Somali Bantu Girl		Her brothers	
	F	%	F	%
Cooking	233	91.4	22	8.6
Washing clothes & utensils	255	100.0	0	0.0
Cleaning the house	244	95.7	11	4.3
Fetching water	83	32.5	172	67.5
Total	815	319.6	205	80.4

Table 4.33 shows that majority 233(91.4%) of girls indicated that it was the duty of Somali Bantu girls to cook, 100% of girls indicated that it was the duty of Somali Bantu girls to wash clothes and utensils, majority 244(95.7%) of girls indicated that it was their

duty to clean the house while majority 172(67.7%) of girls indicated that it was the duty of Somali Bantu girls' brother to fetch water. This agrees with Daga, (2013) who indicated that there is an intense contract between parents and children which have led to refugee girl children having significant family responsibilities which interfere with a student's potential to progress academically.

Table 4.34 Head teachers' responses on level of parental involvement in the Somali Bantu Girls' schoolwork and activities

Response	F	%
High	1	25.0
Fair	1	25.0
Low	2	50.0
Total	4	100.0

Majority 2(50.0%) of head teachers indicated that parental involvement in the Somali Bantu Girls' school work and activities was low, 1(25.0%) of head teachers indicated that it was high while the same number of head teachers indicated that parental involvement in the Somali Bantu Girls' schoolwork and activities was fair. This shows that children have been subjected to domestic labour and chores that significantly consumes their studying hours and this has led to deterioration in their performance in schools.

Table 4.34 Girls responses on influence of domestic labor on refugee Somali Bantu girl's enrolment and retention in secondary schools

Statement	Agree		Disagree	
	F	%	F	%
Our families involve girls in activities to increase family income	185	72.5	70	27.5
Girls are forced to look after their animals instead of enrolling in schools	206	80.8	49	19.2
Working child provides funds for his/her fees	233	91.4	22	8.6
There is frequently absenteeism in schools as girls are too tired to participate fully in classes	220	86.3	35	13.7

I am engaged in household work to enable adults to work outside the home	199	78.0	56	22.0
Total	1043	409	232	91.0

Table 4.34 reveals that Majority 185(72.5%) of refugee Somali Bantu girls agreed that their families involved girls in activities to increase family income, majority 206(80.8%) of girls agreed that girls were forced to look after their animals instead of enrolling in schools. Data further shows that majority 233(91.4%) of girls agreed that working child provides funds for his/ her fees, majority 220(86.3%) of girls agreed that there was frequently absenteeism in schools as Somali bantu girls were too tired to participate fully in classes while majority 199(78.0%) of girls indicated that they were engaged in household work to enable adults to work outside the home. This would the result in poor performance that discourages them from school hence dropouts.

Table 4.35 Teachers responses on the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools

Statement	Agree		Disagree	
	F	%	F	%
Somali families involve girls in activities to increase family income	59	98.3	1	1.7
Girls are forced to look after their animals instead of enrolling in schools	56	93.3	4	6.7
Working child provides funds for his/ her fees	53	88.3	7	11.7
There is frequently absenteeism in schools as girls are too tired to participate fully in classes	45	75.0	15	25.0
Girls are engaged in household work to enable adults to work outside the home	52	86.7	8	13.3
Total	265	441.6	35	58.4

Table 4.35 shows that majority 59(98.3%) of teachers agreed that Somali families involve girls in activities to increase family income, majority 56(93.3%) of teachers agreed that girls were forced to look after their animals instead of enrolling in schools. Data further shows that majority 53(88.3%) of teachers agreed that working child provides funds for his/ her fees, majority 45(75.0%) of teachers agreed that there was frequently absenteeism in schools as girls were too tired to participate fully in classes while majority 52(86.7%) of teachers agreed that girls were engaged in household work to enable adults to work outside the home.

To assess the influence of domestic labor on refugee Somali Bantu girls' enrolment and retention in secondary schools in Dadaab refugee camps, Pearson Correlation Coefficient was used.

Table 4.36 Correlations on domestic labor on refugee Somali Bantu girls' enrolment and retention in secondary schools in Dadaab refugee camps

		Domestic labor	Enrolment and retention
Pearson	Domestic labor	1.000	0.53
Si 1 - tailed	Implementation of strategic plans	0.53	1.000
N	255	4	
Total		5.53	1.53

The scores obtained on the independent variable (domestic labor) were correlated with the predicted variable enrolment and retention in secondary schools in Daadab refugee camp. The results indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.53. The results indicated that domestic labor influenced enrolment and retention in secondary schools in Daadab refugee camp.

4.6 Implementation of the curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps.

The researcher further sought to examine the implementation of the Kenya’s education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps. Findings are presented in the following section:

The researcher sought to establish the language that teachers used to teach. Table 4.36 tabulates the responses

Table 4.37 Language that teachers used to teach

Respondents	English		Kiswahili		All	
	F	%	F	%	F	%
Girls	99	38.8	31	12.2	125	49.0
Teachers	36	60.0	14	23.3	10	16.7
Total	135	98.0	45	35.5	135	65.7

Table 4.37 indicates that 125(49.0%) of refugee Somali Bantu girls’ indicated that their teachers used all languages to teach while 36(60.0%) of teacher indicated that they used English language to teach refugee camps.

Table 4.38 Responses on whether teachers used instructional language for effective in curriculum implementation

Respondents	Yes		No	
	F	%	F	%
Girls	186	72.9	69	27.1
Teachers	48	80.0	12	20.0
Total	234	152.9	81	47.1

Table 4.38 reveals that Majority 186(72.9%) of Somali Bantu girls’ and 48(80.0%) of teachers indicated that teachers used instructional language for effective in curriculum implementation.

Table 4.39 Responses on whether teachers are adequately prepared to effectively handle curriculum implementation

Respondents	Yes		No	
	F	%	F	%
Girls	222	87.1	33	12.9
Teachers	56	93.3	4	6.7
Total	278	180.4	38	19.6

Majority 222(87.1%) of Somali Bantu girls' and majority 56(93.3%) of teachers indicated that teachers were adequately prepared to effectively handle curriculum implementation.

Table 4.40 Teachers responses on whether the school curriculum was different from the one in Somalia

Response	F	%
Yes	16	26.7
No	44	73.3
Total	60	100.0

Table 4.40 shows that Majority 44(73.3%) of teachers indicated that the Kenyan Secondary school curriculum was not different from the one in Somalia while 16(26.7%) of teachers indicated that the Kenyan Secondary school curriculum was different from the one in Somalia. Teachers further indicated that family should be supported to be able to educate both boys and girls in the Kenya secondary curriculum to make it fit the aspects of Somali Refugee Bantu Girls education

To establish how implementation of the curriculum influences on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps, Pearson Correlation Coefficient was used.

Table 4.41 Correlations for curriculum, enrolment and retention of refugee Somali Bantu girls in secondary schools in Dadaab refugee camps

		Curriculum	Enrolment and retention
Pearson	Curriculum	1.000	0.63
Si 1 - tailed	Enrolment and retention	0.63	1.000
N	255	4	
Total		5.63	1.63

The table 4.41 shows that there was strong positive (0.63) relationship between Kenya's education curriculum and enrolment and retention in secondary school education in Dadaab refugee camps.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations, and suggestions for further research.

5.1 Summary

The purpose of the study was to explore the factors influencing enrolment and retention of Somali Bantu girls in secondary schools in Daadab refugee camps. The study was guided by four research objectives. Research objective one sought to establish the impact of cultural practices of Somali bantu girls enrolment and retention in secondary school education , research objective two sought to determine the influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education in Kenya, research objective three sought to assess the influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools while research objective four sought to evaluate how implementation of the Kenya's education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools in Daadab refugee camps. The researcher used descriptive survey because it was concerned with describing the characteristics of a particular group. The study was conducted in Daadab refugee camp which had seven secondary schools namely; Tawakal, Dagahaley, Nasib, Ifo Secondary School, Towfig, Waberi and Hagadera secondary schools. The researcher sampled 283 of Somali refugee girls,4 head teachers and 63 teachers.

The findings revealed that;

- Cultural practices has an influence on refugee Somali Bantu girls secondary school education as indicated by majority 3(75.0%) of head teachers, majority 52(86.7%) of teachers and majority 224(87.8%) of Somali Bantu girls.
- Majority 162(63.5%) of Somali Bantu girls agreed that most Somali Bantu Girls do not go back to school after circumcision. Majority 222(87.1%) of girls agreed that most Somali Bantu Girls were subjected to a lot of domestic work at home that made them perform poorly in schools. Majority 194(76.1%) of girls agreed that distance to school affected performance and subsequent drop outs from secondary schools. Majority 177(69.4%) of girls agreed that most Somali Bantu girls were discouraged with secondary school education due to poor performance in class.
- Majority 3(75.0%) of head teachers agreed that Somali community values girls who stay at home and look after family, girls were not strong enough to continue with education and when girls attend schools they lose their families. Majority 199(78.0%) of girls agreed that Somali girls who enter school with low marks need support. Majority 224(87.8%) of girls agreed that Refugee camp education enables pupils to be at the same ability while majority 209(82.0%) of girls agreed that schools enrolled Somali Bantu girls who are below average.
 - Majority 44(73.3%) of teachers indicated that FGM affect the Somali Bantu refugee Girls education. This was because once a girl got circumcised she would be approached by any man for marriage and stops schooling. Findings shows that majority 52(86.7%) of teachers indicated that distance to school affected Somali girl's education.
 - Majority 172(67.5%) of girls indicated that early marriage to the Somali Bantu refugee girl affects her enrolment and retention to secondary Education.
 - From the interview the NGOS Staff and social workers it was indicated that female genital mutilation and marriages constraints were some of the social-cultural factors the organizations considered to have hindered the enrolment and retention of Somali Bantu Refugee girls to Secondary Education in Dadaab Refugee Complex.
 - The organization has offered trainings to the parents on family responsibilities and cultural practices and their effect on their girl child education to assist secondary Schools.

- There was a positive relationship (0.68) between Cultural practices and enrolment and retention in secondary school education in Daadab refugee camps. The results show that cultural practices influenced enrolment and retention in secondary school education in Daadab refugee camps at 68%.
- Teachers teaching load was high in refugee camp, most refugee camp teachers were de motivated, refugee camp education enables pupils to be at the same ability and schools enrolls Somali Bantu girls who are below average as indicated by 100% of head teachers.
- Low student teacher ratio ensures high attention level and Somali girls who enter school with low marks need support as indicated by majority (75.0%) of head teachers. Majority 46(76.7%) of teachers agreed that Somali girls who enter school with low marks need support.
- Majority 36(60.0%) of teachers indicated that the Somali refugee Bantu girls averagely performed poor in their subject. Majority 28(46.7%) of teachers indicated that they used organized lessons, explanation to illustrate a concept and demonstration to teach to a very large extent. This shows that teachers in refugee camps used various teaching methods in class Data shows that majority 2(50.0%) of head teachers had more than 10 male teachers.
- There was strong positive (0.75) relationship between school based factors and Somali Bantu girls' enrolment and retention to secondary schools education in Daadab refugee camps.
- Domestic labor influence Somali Bantu girl enrolment and retention in secondary schools. Majority 233(91.4%) of girls indicated that it was the duty of Somali Bantu girls to cook, 100% of girls indicated that it was the duty of Somali Bantu girls to wash clothes and utensils.
- Majority 2(50.0%) of head teachers indicated that parental involvement in the Somali Bantu Girls' school work and activities was low. Majority 185(72.5%) of refugee Somali Bantu girls agreed that their families involved girls in activities to increase family income, majority 206(80.8%) of girls agreed that girls were forced to look after their animals instead of enrolling in schools. Data further shows that majority

233(91.4%) of girls agreed that working child provides funds for his/ her fees. Majority 220(86.3%) of girls agreed that there was frequently absenteeism in schools as girls were too tired to participate fully in classes. Majority 56(93.3%) of teachers agreed that girls were forced to look after their animals instead of enrolling in schools. Data further shows that majority 53(88.3%) of teachers agreed that working child provides funds for his/ her fees, majority 45(75.0%) of teachers agreed that there was frequently absenteeism in schools as girls were too tired to participate fully in classes.

- Majority 186(72.9%) of Somali Bantu girls' and 48(80.0%) of teachers indicated that teachers used instructional language for effective in curriculum implementation. Majority 222(87.1%) of Somali Bantu girls' and majority 56(93.3%) of teachers indicated that teachers were adequately prepared to effectively handle curriculum implementation.
- There was a positive relationship between the two variables as indicated by a correlation of 0.53. The results indicated that domestic labor influenced enrolment and retention in secondary schools in Daadab refugee camp. There was strong positive (0.63) relationship between Kenya's education curriculum and enrolment and retention in secondary school education in Daadab refugee camps

5.3 Conclusions

The study concluded that cultural practices had an influence on refugee Somali Bantu girls secondary school education. The study also concluded that most Somali Bantu Girls do not go back to school after circumcision. Most Somali Bantu Girls were subjected to a lot of domestic work at home that made them perform poorly in schools. Distance to school affected performance and subsequent drop outs from secondary schools. The researcher concluded that Somali girls were not strong enough to continue with education and when girls attend schools they lose their families. It was also concluded that Somali girls who enter school with low marks need support.

The study concluded that FGM affect the Somali Bantu refugee Girls education. This was because once a girl got circumcised she would be approached by any man for marriage

and stops schooling. Early marriage to the Somali Bantu refugee girl affects her transmission to secondary Education. The study concluded that teachers teaching load was high in refugee camp, most refugee camp teachers were de motivated, refugee camp education enables pupils to be at the same ability and schools enrolls Somali Bantu girls who are below average .

The researcher concluded that domestic labor influence Somali Bantu girl enrolment and retention in secondary schools. It was also concluded that it was the duty of Somali Bantu girls to cook to wash clothes and utensils. The research concluded that parental involvement in the Somali Bantu Girls' school work. Somali families involved girls in activities to increase family income, it was also concluded that girls were forced to look after their animals instead of enrolling in schools. The researcher concluded that instructional language for effective in curriculum implementation. It was also concluded that teachers were adequately prepared to effectively handle curriculum implementation.

5.3 Recommendations

In the light of the research findings, the researcher wishes to make the following recommendations:

NGO's operating at the refugee camps to understand the constraints to enrolment and retention of Somali Bantu girls in secondary schools in Dadaab, with an aim to stimulate policy formulation and decisions concerning refugee Somali Bantu girls' education in Dadaab refugee camps. Availability of curriculum or support literature in the child's mother tongue. Introduction of Accelerated learning program that enrolls drop outs and over age children with the aim of reintegrating them back to the formal schools.

5.5 Suggestions for further studies

The researchers suggest that since this study was based on one area, similar studies to be conducted in larger areas to compare the results.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Saadia Mahat

P.O BOX 52189,

University of Nairobi

To the respondents

The Principal,
Dadaab refugee secondary Schools.
Dear Sir/Madam.

**RE: FACTORS THAT INFLUENCE THE ENROLMENT AND RETENTION OF
THE SOMALI BANTU GIRLS IN SECONDARY SCHOOLS IN DAADAB
REFUGEE COMPLEX.**

I'm a student at the University of Nairobi pursuing a postgraduate Masters in Project Planning and Management. Attached is a questionnaire designed, so that you may give your views. Please spend some time and respond to all the questions Please note that your identity will be treated as confidential and will only be used for the purpose of the study. Do not therefore, write your name anywhere on the questionnaire.

Thank you for your co-operation.

Yours faithfully,

Saadia Mahat

APPENDIX II

HEADTEACHER'S QUESTIONNAIRE

Section A: Personal Information

1. Your Name (Optional).
2. Name of the School.
3. How long have you worked as a head teacher in this school?
 (a)Less than 1 year [] (b)1 to 5years []
 (c)More than 5 Years []
4. Kindly indicate the numbers of Somali Bantu Girls in your school
 (a)Less than 100 [] (c)101-500 []
 (b)More than 500 []

Section B: Impact of cultural practices of Somali on refugee Somali Bantu girls secondary school education

5. Does cultural practices has an influence on refugee Somali Bantu girls secondary school education?
 (a)Yes [] (b)No []
6. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
 D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Somali customs does not recognize girl education					
2	Somali community values girls who stay at home and look after family					
3	girls are not strong enough to continue with education					
4	Somali community values girls who stay at home and look after family					
5	When girls attend schools they lose their families					

Section C: Influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education

7. Do you have adequate teachers to handle the number of girls that you have?

(a)Yes [] (b) No []

8. Are your teachers prepared to handle large classes?

(a)Yes [] (b) No []

9. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided

D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Teachers teaching load is high in refugee camp					
2	I ensure students' performance by improving teachers performance in refugee camp					
3	My reward system encourages quality work in refugee camp					
4	Low student teacher ratio ensures high attention level					
5	Most refugee camp teachers are de motivated					

10. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided

D =

Statement	SA	A	U	D	SD
Somali girls who enter school with low marks need support					
Refugee camp education enables pupils to be at the same ability					
School enrolls Somali Bantu girls who are below average					

11. How many Somali Bantu Girls do you enroll from primary school in an academic year?-----

12. How many complete their studies at the end of the four years.....

13. What could be the reason for the failure to complete the studies by the others? If any?

.....

-
-
14. How many teachers do you have in your school? (a)Male [] (b)Female []
15. What in your view do you consider to be the resource of the above disparity in gender distribution of teachers in your school? If any?
-
-
-
-

Section D: Influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools

16. Does domestic labor influence Somali Bantu girl enrolment and retention in secondary schools?
- (a)Yes [] (b) No []
17. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Somali families involve girls in activities to increase family income					
2	Girls are forced to look after their animals instead of enrolling in schools					
3	Working child provides funds for his/ her fees					
4	There is frequently absenteeism in schools as girls are too tired to participate fully in classes					
5	Girls are engaged in household work to enable adults to work outside the home.					

18. On average what is the level of parental involvement in the Somali Bantu Girls' schoolwork and activities?
- (a)High [] (b) Fair [] (c)Low []
19. What in your view do you consider to be the reason for the answer in above?

.....

Section E: Implementation of the Kenya’s education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools

20. What language do your teachers use to teach?

- (a)English [] (b) Kiswahili [] (c) Mother tongue []
 (d)All [] (e) Others (specify)_____

21. State the extent to which your teacher uses the following teaching methods on a scale of very large extent and no extent.

Teaching Methods	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Organized lessons					
Teacher asks questions in class					
Teacher uses explanation to illustrate a concept					
Teacher uses demonstration to teach					

22. In your opinion, are the teachers adequately prepared to effectively handle curriculum implementation?

- (a)Yes [] (b) No []

23. Is the instructional language commonly used effective in curriculum implementation?

- (a)Yes [] (b) No []

9. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
D = Disagree SD = Strongly Disagree

Statements	SA	A	U	D	SD
Most Somali Bantu Girls do not go back to school after circumcision					
Most Somali Bantu Girls are subjected to a lot of domestic work at home that makes them perform poorly in schools					
Distance to school affects performance and subsequent drop outs from secondary schools					
Most Somali Bantu girls are discouraged with secondary school education due to poor performance in class					
Once a girl gets circumcised she may be approached by any man for marriage and stops schooling					

Section C: Influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education

10. Do you have adequate teachers to handle you in class?

(a)Yes [] (b)No []

11. Are your teachers prepared to handle large classes?

(a)Yes [] (b)No []

12. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
D =

Statement	SA	A	U	D	SD
Somali girls who enter school with low marks need support					
Refugee camp education enables pupils to be at the same ability					
School enrolls Somali Bantu girls who are below average					

13. In your view what factors do you think affect the enrolment of Somali Refugee Bantu Girl to Secondary school and their retention in such schools?

- (a) Socio-Cultural factors () (b) Economic factors ()
 (c) School based factors () (d) Others (please specify) ()

Section D: Influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools

14. Fill the table below by ticking to indicate the domestic duty you and your brothers perform at home by them and their brothers at their homes.

Domestic duty	Somali Bantu Girl	Her brothers
Cooking		
Washing clothes & utensils		
Cleaning the house		
Fetching water		

15. Does domestic labor influence Somali Bantu girl enrolment and retention in secondary schools?

- (a) Yes [] (b) No []

16. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
 D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Our families involve girls in activities to increase family income					
2	Girls are forced to look after their animals instead of enrolling in schools					
3	Working child provides funds for his/ her fees					
4	There is frequently absenteeism in schools as girls are too tired to participate fully in classes					
5	I am engaged in household work to enable adults to work outside the home.					

17. On average what is the level of parental involvement in the Somali Bantu Girls' schoolwork and activities?

(a)High [] (b)Fair [] (c)Low []

Section E: Implementation of the Kenya's education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools

18. What language do your teachers use to teach?

(a)English [] (b)Kiswahili [] (c)Mother tongue []

(d)All [] (e)Others (specify)_____

19. In your opinion, are the teachers adequately prepared to effectively handle curriculum implementation?

(a)Yes [] (b)No []

20. Is the instructional language commonly used effective in curriculum implementation?

(a)Yes [] (b)No []

APPENDIX IV
QUESTIONNAIRE SCHEDULE FOR THE TEACHERS IN DAADAB REFUGEE
CAMPS

Section A: Demographic information

1. What is your gender?

(a)Male [] (b)Female []

2. What is your age?

(a)Below 30 years [] (b)31 – 35 years []

(c)36 – 40 years [] (d)41 – 45 years []

(e)46 – 50 years [] (f)51 and above []

3. How long have you been a teacher in this camp?

(a)Below 1 years [] (b)1 – 5 years []

(c)6-10 years [] (d)11 – 15 years []

(e)16 – 20 years [] (f)Over 20 years []

4. What is the level of your education?

(a)Untrained [] (b)PI []

(c)SI/SII/ [] (d) Graduate []

Section B: Impact of cultural practices of Somali on refugee Somali Bantu girls secondary school education

5. Does cultural practices has an influence on refugee Somali Bantu girls secondary school education?

(a) [] (b) No []

6. How would you rate the Somali Bantu Refugee girl's attendance to school?

(a)Very good () (b)Good ()

(c)Fair () (d)Poor ()

(e)Very poor ()

7. Does FGM affect the Somali Bantu refugee Girls; education?

(a)Yes [] (b)No []

If Yes, how?.....

8. Do you think early marriage to the Somali Refugee Bantu Girl affects her enrolment and retention to and retention of secondary school education?

(a)Yes [] (b)No []

If yes, how?.....

9. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided

D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Somali customs does not recognize girl education					
2	Somali community values girls who stay at home and look after family					
3	girls are not strong enough to continue with education					
4	Somali community values girls who stay at home and look after family					
5	When girls attend schools they lose their families					

Section C: Influence of school based factors on refugee Somali Bantu girls enrolment and retention to secondary schools education

10. Are you adequate to handle the number of girls that you have?

(a)Yes [] (b)No []

11. Are your prepared to handle large classes?

(a)Yes [] (b)No []

12. How do the Somali refugee Bantu girls on averagely perform in your subject?

(a)Very Good () (b) Good ()
(c)Fair () (e) Poor ()

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

(a)Yes [] (b) No []

14. If Yes, how?.....

15. What factors do you think affect the enrolment and retention of Somali Bantu refugee girl in Secondary schools education?

.....

16. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
 D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Teachers teaching load is high in refugee camp					
2	I ensure students' performance by improving teachers performance in refugee camp					
3	My reward system encourages quality work in refugee camp					
4	Low student teacher ratio ensures high attention level					
5	Most refugee camp teachers are de motivated					

17. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided
 D =

Statement	SA	A	U	D	SD
Somali girls who enter school with low marks need support					
Refugee camp education enables pupils to be at the same ability					
School enrolls Somali Bantu girls who are below average					

18. How many Somali Bantu Girls do you enroll from primary school in an academic year?-----

19. How many complete their studies at the end of the four years.....

20. What could be the reason for the failure to complete the studies by the others? If any?

.....

21. How many teachers do you have in your school?

(a) Male [] (b)Female []

22. What in your view do you consider to be the resource of the above disparity in gender distribution of teachers in your school? If any?

.....

Section D: Influence of domestic labor on refugee Somali Bantu girls enrolment and retention in secondary schools

23. Does domestic labor influence Somali Bantu girl enrolment and retention in secondary schools?

(a)Yes [] (b)No []

24. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	U	D	SD
1	Somali families involve girls in activities to increase family income					
2	Girls are forced to look after their animals instead of enrolling in schools					
3	Working child provides funds for his/ her fees					
4	There is frequently absenteeism in schools as girls are too tired to participate fully in classes					
5	Girls are engaged in household work to enable adults to work outside the home.					

25. On average what is the level of parental involvement in the Somali Bantu Girls' schoolwork and activities?

(a)High [] (b)Fair [] (c)Low []

26. What in your view do you consider to be the reason for the answer in above?

.....

Section E: Implementation of the Kenya’s education curriculum impacts on the enrolment and retention of refugee Somali Bantu girls in secondary schools

27. What language do you use to teach?

- (a)English [] (b)Kiswahili [] (c)Mother tongue []
 (d)All [] (e)Others (specify)_____

28. State the extent to which you uses the following teaching methods on a scale of very large extent and no extent.

Teaching Methods	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Organized lessons					
Teacher asks questions in class					
Teacher uses explanation to illustrate a concept					
Teacher uses demonstration to teach					

29. In your opinion, are you adequately prepared to effectively handle curriculum implementation?

- (a)Yes [] (b) No []

30. Is the instructional language commonly used effective in curriculum implementation?

- (a)Yes [] (b) No []

31. Is the Kenyan Secondary school curriculum different from the one in Somalia?

- (a)Yes [] (b) No ([] (c) Don’t Know []

32. What in your view should be changed in the Kenya secondary curriculum to make it fit the aspects of Somali Refugee Bantu Girls education?

.....

APPENDIX V

INTERVIEW GUIDE FOR THE NGOs STAFF AND SOCIAL WORKERS

1. What is the name of your employer organization?
2. How long have you been here?
3. How does cultural practices has an influence on refugee Somali Bantu girls secondary school education?
4. Does Somali bantu community values girls who stay at home and look after family
5. Do refugee camps have adequate teachers to handle the number of girls that you have?
6. Does refugee camp education enables pupils to be at the same ability
7. How does domestic labor influence Somali bantu girl transition and retention in secondary schools
8. How has your organization assisted the enrolment and retention of Somali Refugee Bantu Girls in secondary Schools in Daadab Complex?
9. How would you describe the Government of Kenya's assistance to retention of Somali Refugee Bantu Girls to secondary education?
10. Which are some of the social-cultural factors your organizations consider to have hindered the enrolment and retention of Somali Bantu Refugee girls to Secondary Education in Daadab Refugee Complex?
11. How would you describe the secondary school enrolment rates among the Somali Bantu Girls refugees in Daadab Refugee complex?
12. What do you think should be done to make Somali Bantu Refugee girls learn better?