

**CAMP BASED FACTORS INFLUENCING TEACHER RECRUITMENT  
IN SECONDARY SCHOOLS IN DADAAB REFUGEE CAMP, KENYA**

**Muthoka Nthenya Karen**

**A Research Project Submitted in Partial Fulfilment of the Requirements for  
the Award of Masters Degree in Education, Education in Emergencies  
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## **DECLARATION**

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

.....

Karen Nthenya Muthoka

E55/81798/2012

This research project has been submitted for examination with our approval as University supervisors.

.....

Dr. Daniel Gakunga

Lecturer, Department of Educational Administration and Planning.

University of Nairobi

.....

Dr. Loise Gichuhi

Lecturer, Department of Educational Administration and Planning.

University of Nairobi

## **DEDICATION**

This research project is dedicated to the Almighty God who gives life, resources and ability. Second, I dedicate this project to my entire family.

## **ACKNOWLEDGEMENTS**

After what feels like a long learning journey, I have come to the end of my project. I thank God the Almighty because it was by His grace that I was able to complete this research project.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BHER</b>	Borderless Higher Education for Refugees
<b>DRC</b>	Department of Refugee Affairs
<b>EFA</b>	Education for All
<b>FAWE</b>	Foundation for African Women Educationalists
<b>GTZ</b>	German Agency for Technical Cooperation
<b>IIEP</b>	International Institute for Educational Planning
<b>ILO</b>	International Labour Organization
<b>INEE</b>	Inter Network for Education in Emergencies
<b>NGO</b>	Non Governmental Organization
<b>OAU</b>	Organization of African Unity
<b>OECD</b>	Organization of countries in Education Development
<b>PASE</b>	Programme d' adjustment sectoriel en education)
<b>SEP</b>	Secondary Education Programme
<b>SPSS</b>	Statistical Package of Social Sciences
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNCRD</b>	United Nations Centre for Regional Development
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>USAID</b>	United States Aid for International Development

## **ABSTRACT**

The purpose of the study was to investigate camp based factors influencing teacher recruitment in Dadaab Refugee camp secondary schools in North Eastern Kenya. The objectives of the study were: to determine the influence of the UNHCR teacher recruitment policy requiring 80 percent of refugee teachers and 20 percent of local teachers on teacher recruitment; establish teacher qualifications influence on teacher recruitment; individual factors namely gender, age and marital status and their influence on teacher recruitment and establish security factor's influence on teacher recruitment. The literature review comprised of information under the following subtitles: UNHCR teacher recruitment policy in refugee camps in relation to teacher recruitment, teacher qualifications in relation to teacher recruitment, individual factors viz teacher's gender, age and marital status in relation to teacher recruitment and security in relation to teacher recruitment. Case study method using descriptive design was used to determine camp based factors influencing teacher recruitment in Dadaab secondary schools in Northern Kenya. The study respondents were secondary school head teachers, teachers and key informants. Head teachers and key informants were purposively selected. Six of the seven head teachers in the 7 secondary schools in Dadaab were sampled. Out of the 203 teachers within the schools 87 were sampled and three key informants. Questionnaires were used to gather data from head teachers and teachers while the key informants were interviewed. The instruments were piloted and tested for validity and reliability. The Statistical Package for Social Sciences (SPSS) software was used in analysing quantitative data and presented using frequency tables. The qualitative data was presented in narrative form. The study established that the UNHCR recruitment policy requiring that 80 percent of teachers originate from the refugees and 20 percent from the local population had not been realised. However, the refugee teachers outnumber the local teachers by a 10 percent margin. The UNHCR did apply the recommendation that teachers and other education personnel should be primarily selected from among the affected population i.e. the refugees. The study established that most of the secondary school teachers are trained hence qualified to teach in Dadaab Refugee camp secondary schools. The study established that majority of teachers in Dadaab refugee camp secondary schools were male. The study established that the teachers age had no bearing on teaching performance even though the study found overall percentage of teachers recruited are between ages 21 and 30. The study found that marital status had no bearing on teacher recruitment in secondary schools in Dadaab refugee camp. The study established that security was a major concern for teachers in the schools as both local and refugee teachers expressed fears regarding their personal safety regardless of safety precautions which had been taken. The study concluded that security was a major concern for both local and refugee teachers in Dadaab refugee camp secondary Schools. It recommended that the education stakeholders, UNHCR and government partner to address the security concern in order to maintain teacher retention hence sustainable secondary education for refugee students in the Dadaab refugee camp secondary schools. As a subject for further research the researcher suggested that since the study was centred on Dadaab refugee camps secondary schools teacher recruitment there was need to replicate the study in schools within the Northern region in view of the current security situation.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education as a Human Right is guaranteed under global human rights instruments such as The Universal Declaration of Human Rights (1948), The Convention Relating to the Status of Refugees (1951), International Covenant on Civil and Political Rights (1966), The Convention on the Elimination of all Discrimination Against Women (1979), The Convention on the Rights of the Child (1989), The Jomtein Declaration (1990), Dakar Framework for Action (2000) and The Millennium Development Goals (2000). Katarina (2006) proposes the right to education includes four elements; availability, accessibility, acceptability and adaptability. Acceptability implies quality education provision as educated refugees would be better positioned to prevent conflict and maintain peace with host communities. INEE (2004) parameters of quality education include competent and well trained teachers who are knowledgeable in subject matter and pedagogy.

Across the globe countries are struggling to attract and recruit qualified teachers. In fact, developing countries in Africa, Asia and Latin America are struggling just as the World's industrialized countries to fill classrooms with qualified teachers (Vegas, 2009). In relation to overall population of teachers Sub-Saharan Africa

faces the greatest challenge where total number of teachers will have to increase by 68 percent requiring an inflow of 3.8 million teachers (Barret et al., 2007). Bartlett & Kucher (2013) estimate that globally 2.6 million school age children were refugees in 2007; of these an estimated two-thirds were enrolled in primary or secondary school. Cooper & Alvarado (2006) observe that despite the pivotal role of teachers in many developing countries the number of new teachers cannot keep up with population growth.

Similarly, in refugee camps in emergency settings there tends to be a dearth of qualified experienced teachers available to contribute towards education provision because qualified teachers may have remained behind in their country of origin. IIEP (2006) acknowledges that conflict can significantly reduce the number of teachers in the affected region including refugee camps. UNESCO's IIEP Guidebook for Planning Education in Emergencies and Reconstruction and INEE Minimum standards for education in emergencies provide guidelines regarding recruitment and training of teachers. Teacher recruitment begins with those who are qualified trickling down to the unqualified in order to meet increased student enrolment in refugee camps especially where there is continued in flow of new refugees from conflict countries (Kirk, 2004).

UNHCR education field guidelines encourage recruitment of refugee teachers up to 80 percent and the remainder 20 percent of teaching staff are sourced from the

local or national teachers. This policy ensures maximum utilization of refugee teachers' potential, raised self-esteem, economic independence and that the students are taught by teachers with a similar culture. NRC/CMP (2008) concludes that camp teachers should be recruited from among the displaced population. UNHCR (2003) indicate that local teachers are employed to teach the national language in asylum country or to fill staffing gaps.

Kirk (2004) concurs that refugees are a rich source of professional teachers, class assistants and educators. Crisp et al. (2001) confirms that indeed there are many trained and/or experienced teachers among the refugees identifying the Rwandan communities who took refuge in Tanzania in 1994 as a case in point. In addition, there are educated refugees among the displaced populations who take up teaching for the first time. On the one hand, according refugees a chance to take part in the education management in refugee camps is ideal, on the other hand in order to meet the 80 percent refugee teacher quota, situations arise where they are unqualified.

IIEP (2006) observes that in situations of emergency or post conflict there is often a shortage of trained and/or experienced teachers. UNICEF (2005) confirms that in emergencies, qualified teachers are often unavailable, unready or themselves suffering from physical and psychological effects of the crisis and often teachers are rapidly recruited among community members present at the emergency site. In

order to ensure the preservation of quality (UNHCR, 2003) proposes selection of refugee teachers on basis of transparent tests and interviews.(Crisp et al,2001) proposes that a selection test be done to identify teachers.

Regardless of the selection and recruitment of both local or refugee teachers (experienced or new), training is conducted to overcome the challenge of teachers who are unprepared to enter the classroom more so, if they are affected by crisis or the host curriculum is unfamiliar. Equally, the challenge of multi-grade, multi-age classes in refugee camps is overcome through training. UNHCR (2003) supports in-service training of refugee teachers and education managers. It emphasizes the need to train new teachers and systematic training thereafter. Okumbe (2001) affirms that education managers should have definite training programs for their employees to enable them learn the required skills. Teacher training to improve education quality is an important component of any education programme not only in an emergency setting but under normal circumstances.

Given that two parameters utilized to assess the quality of education in emergency situations are; the number of students per teacher and the percentage of qualified, trained teachers in the school. UNHCR emphasizes on teacher qualification and not the class size (Peterson-Dryden, 2011). It rationalizes that qualified teachers have the aptitude and skills and knowledge to handle large classes therefore qualifications take precedence over the class size. To this end, the UNHCR works



with the GTZ alongside education stakeholders to offer training to equip refugee teachers with the knowledge, skills, attitudes and behaviour they require to perform their tasks effectively in the classroom. The UNHCR recognizes that teachers are without a doubt the most important and defining factor in determining the quality of education provided to children. Nicolai & Triplehorn (2003) assert that in refugee camps where there may be no building or administration the teacher determines the effectiveness of education provided. UNHCR (2003) proposes that teachers are the essence of an education programme.

So much prominence is accorded to teacher training that according to (World Bank, 2010) out of 45 World Bank funded education projects, 44 addressed in-service teacher education while 21 focused on pre-service education in emergency settings. UNHCR (2003) specifications for teacher training suggest training designed to cater for the trainees needs offered cumulatively leading to eventual recognition of certification in the country of origin or asylum.

One predominant individual factor related to teacher recruitment in schools is gender. Indeed, The Dakar Framework on Education for All and the Millennium Development Goals called upon the international community to pursue focused action towards achieving gender equity in education. The steps taken towards this end in education include better gender composition of teachers. The need to

ensure presence of female teachers may be because when qualified women do flee, they often have more chances to leave teaching for other jobs, sometimes helping to fulfil other organizations gender quotas.

UNESCO (2014) proposes that there is strong suggestive evidence that moves towards gender balance among teachers as it would promote gender parity. In the refugee camps, the UNHCR endorses affirmative action for recruitment of female teachers including where possible training female teachers through intensive courses to ensure parity of qualifications. It suggests that schools should have a female head teacher or deputy head teacher whenever possible and that a female teacher should be designated to provide counselling to older girls. The presence of female teachers can play a role in preventing violence against girls.

In times of crisis education is disrupted therefore the presence of over aged refugees attending school is a feature in refugee schools. These are enrolled into accelerated learning programmes or non-formal education programmes. In order to maximise the potential of the youth and channel their energy positively, it is encouraged to engage youth actively. Those who pass examinations are usually selected as classroom assistants and act as mentors to younger children. The minimum age for recruitment in emergency settings is 18 years, even though it may be necessary to appoint younger teachers as classroom assistants.

When teachers work and live in stressful situations in areas directly affected by conflict, their capacity to teach and their students' capacity to learn are affected. Williams (2004) asserts that for work to be done effectively it needs to be done under favourable conditions thus an individual should be provided with an enabling environment to produce the desired results. Insecurity has been a serious issue in the recent past as a result of Al-Shabaab incursion into the country. Mackinnon (2014) observes that those living in the Dadaab Refugee Camp function within an insecure environment and face threats of persecution, violence (often sexual and gender based) attacks by armed groups from improvised explosive devices and danger of abduction.

UNHCR (2012) plan on education emphasizes provision of quality education to improve education access and learning achievement among refugee children. It aims at developing refugee skills and capacity to contribute positively to their communities both in protracted settings and in post-conflict reconstruction. In order to accomplish this goal the UNHCR promotes secondary education for refugees in Kenya. The recognition of the central role of secondary education in refugee camps demands that even teachers put in the position to impart knowledge and skills should be well trained and supported not only in the meantime but for future generations of refugee children and adults emancipation from their present situation as refugees. The major concern of the study was to

find out the camp based factors that influence teacher recruitment in Dadaab Refugee Camp Secondary schools, Kenya.

## **1.2 Statement of the Problem**

In spite of the recognition that qualified teachers translate to improved student performance and that in times of conflict as is the case of refugees, the teacher has impact on physical, psychosocial, psychological well-being of the children and should therefore be trained in order to acquire the necessary skills knowledge and attitudes to transfer to children, less than one-third of the teachers in the refugee camps are qualified enough to meet these needs of refugee children. UNESCO (2014) observes that of the 90 percent Dadaab Secondary school refugee teachers only 2 percent are qualified yet secondary education requires highly qualified teachers. International Non-Governmental Organizations in partnership with local universities have made efforts to improve education quality in Dadaab Refugee camp secondary schools by availing teacher training Colleges and Universities to allow for refugees post-secondary education using distance education. However, the impact of the teacher training on refugee teachers and consequently on students' performance is yet to be realised. Further, (Penson et al,2011) concluded in a report on teachers that much literature surrounding education in emergencies focuses on impact of armed conflict on children yet there is little focus on teachers who are supposedly the most important factor for good quality education.

The study therefore concentrated on teachers and sought to investigate camp based factors influencing teacher recruitment in Secondary Schools in Dadaab Refugee Camp, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate camp based factors influencing teacher recruitment in secondary schools in Dadaab refugee camp in Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i) Determine the influence of the United Nations Higher Commission on Refugees (UNHCR) teacher recruitment policy on teacher recruitment in Dadaab Refugee camp Secondary Schools in Kenya.
- ii) Determine the influence of teacher's qualification on teacher recruitment in Dadaab Refugee camp Secondary Schools in Kenya.
- iii) Determine individual factors influence on teacher recruitment in Dadaab refugee camp Secondary Schools in Kenya.
- iv) Determine the influence of security on teacher recruitment in Dadaab refugee camp Secondary Schools in Kenya.

## **1.5 Research Questions**

The study was guided by the following research questions

- i) How does United Nations Higher Commission on Refugees (UNHCR) teacher recruitment policy influence secondary school teacher recruitment in Dadaab refugee camp in Kenya?
- ii) How does teacher's qualification factor influence secondary school teacher recruitment in Dadaab refugee camp in Kenya?
- iii) How do individual factors influence secondary school teacher recruitment in Dadaab refugee camp in Kenya?
- iv) How does Security factor influence secondary school teacher recruitment in Dadaab refugee camp in Kenya?

## **1.6 Significance of the Study**

The research findings on the factors influencing teacher recruitment in Dadaab refugee camp secondary schools hoped to provide useful information to the education stakeholders in the Dadaab refugee camps. The study provided suggestions to improve selection and recruitment of teachers in secondary school in Dadaab Refugee Camp.

The study findings may help influence policy on refugee teacher recruitment in Dadaab. This would be a pertinent research to undertake as several studies about

the factors affecting refugee students have been undertaken but much remains to be done regarding refugee teachers.

### **1.7 Limitation of the Study**

According to Best and Kahn (2001), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitation of this study was that it was not possible to control the attitudes of the respondents affected the validity of the responses. This is because respondents gave socially acceptable answers to please the researcher. Another limitation was time as researcher took time off to travel to Dadaab Refugee camp secondary schools located in North Eastern Kenya.

### **1.8 Delimitations of the Study**

The research was conducted only in Dadaab refugee camps secondary schools. The findings were therefore limited to area under study.

### **1.9 Assumption of the Study**

The assumptions of the study were;

- i) The secondary school teacher recruitment is done competitively
- ii) That all respondents were capable of stating the camp based factors influencing teachers' recruitment in Dadaab refugee camp secondary schools.

### **1.10 Definition of Significant Terms**

**Teachers:** refers to instructors or facilitators in formal and non-formal education programs. Teacher is a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated to students enrolled in an educational programme.

**UNHCR Teacher Recruitment Policy:** refers the UNHCR's Teacher Recruitment Policy requiring 80 percent of refugee teachers and 20 percent of teachers from local community.

**Qualification Factors:** refers to acquisition of nationally recognized formal teacher training that makes one suitable to become a teacher.

**Individual Factors:** refer to personal characteristics like gender, age, marital status.

**Security Factors:** state of being free from danger or threat.

**Recruitment:** to enlist or supply with purpose is to attract a field of well qualified candidates for a particular job.

**Refugee:** The 1951 Refugee Convention spells out that a refugee is someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside



the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country."

**Refugee camp:** is a temporary settlement built to receive refugees. They are built and run by a government, The United Nations, International Non- Governmental Organizations

### **1.11 Organization of the Study**

The research study is organized into five chapters. Chapter one comprises of: the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of the significant terms and organization of the study. Chapter two is made up of reviewed literature on UNHCR teacher recruitment policy, teacher qualifications, individual factors and security factors in relation to teacher recruitment. Chapter three consists: the research methodology: research design, target population, area of study, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four provides the data analysis and interpretation. Chapter five provides the summary, conclusion, recommendations and suggestions of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a review of literature related to the study objectives. The review focused on area under UNHCR teacher recruitment policy, teacher qualifications, Individual factors and security factors and their relation to teacher recruitment in refugee settings. The theoretical and conceptual frameworks are positioned at the end of the chapter.

#### **2.2 Essential Role of Teachers in Refugee Camps**

Teacher recruitment translates to the supply of well qualified individuals to serve as teachers in schools. Recruitment is crucial as teachers are the centre of any learning institution. Moreover, in the difficult context of a refugee camp where teachers impact on student achievement influences future generations. Teacher selection should consider gender, age and marital status to achieve diversity of teaching staff. Educational programmes should operate in a safe environment hence safety for both teachers and students is an essential factor for consideration by the host government and humanitarian agencies operating within the camps.

## **2.3 UNHCR Recruitment Policy in Refugee Camps in Relation to Teacher Recruitment**

### **2.3.1 Refugee Teachers**

In emergency situations refugees flee their country of origin to settle in camps usually located in neighbouring countries. The UNHCR is charged with the global management and overall coordination of refugee camps. In refugee camps, schools are set up with the assistance of International NGOs, UN agencies and other donors. Even with insurmountable challenges in camps refugees value education, parents view it as a path to a better future for their children and as the only thing they can bequeath their children ((Peterson-Dryden, 2011). In most countries, refugee camp education is managed by the UNHCR. UNESCO (undated) posits that education is a first priority in refugee camps because educated refugees help to start schools. These schools provide children with a sense of security in the classroom as teachers hail from their own community and the educated refugees have an opportunity to do something constructive to help build a better future.

Refugee camps in Thailand are the exemption as The Thai Government has authority over implementation of education services for refugees. The refugees manage education with the assistance of external organizations. UNHCR education field guidelines encourage recruitment of refugee teachers up to 80 percent and the remainder 20 percent of teaching staff are sourced from the

local/national teachers. This policy ensures maximum utilization of refugee teachers' potential, raised self-esteem, economic independence and that the students are taught by teachers with a similar culture. The local teachers are employed to teach the national language in asylum country or to fill staffing gaps (UNHCR, 2003). IIEP (2006) too proposes that teachers and other education personnel should be primarily selected from among the affected population. Kirk (2004) concurs that refugees are a rich source of professional teachers, class assistants and educators. The case of Bhutanese refugees in Nepal refugee camps where (Crisp et al, 2001) observe that head teachers and teachers are all refugees; who initiated and continue to effectively manage education within the camps lends credence to the UNHCR recruitment policy. The refugee teachers provide their services for very low pay promoting cost effectiveness and sustainability. Further, they being refugees themselves, allows them to understand the refugee pupils problems and provide them with counsel as appropriate. Miller and Afflotter (2002) state that even though outsiders may be employed and have energy and new innovative teaching methods, from a psychosocial perspective it can be valuable for community members-especially adolescents and women to have opportunities to work with the children as teachers and mentors.

Wright (2010) observes that majority of teachers in the Dadaab refugee camps are untrained, exposed to harsh working conditions, low self-esteem thus high

turnover. Refugee teachers in Dadaab Refugee camp are employed by aid agencies receiving incentive payments rather than proper salaries because Kenyan law does not allow refugees to have formal jobs within the camps. INEE, (2003) proposes that refugee teachers and education experts should be included in policy development related to accreditation and certification and have opportunities to apply their experiences and skills in the process even though they may require specific training or other capacity building training.

Kenya is a signatory to the 1951 UN refugee convention and its 1967 protocol as well as the OAU refugee convention. It is also a signatory to other international and regional human right instruments that are relevant to refugee protection. On the domestic front, however, Kenya lacked any national refugee legislation until 2006 when the refugee act came into force a development that followed a change of government and effective lobbying by UNHCR and the NGO community. The Act paved way for the establishment of the DRA headed by the commissioner under the Ministry of Interior and Coordination. A joint initiative between UNHCR, UNICEF, UNESCO, NGO partners and the MoE is on-going to develop a refugee education policy within the Ministry of Education that will gradually tackle the teacher quality in refugee camps. Kirk (2009) states that the UNHCR is looking to train more refugee teachers for secondary education, not only as a way

to reduce costs but more importantly to increase the capacity within the community and invest in the future of Somalia.

### **2.3.2 Local Teachers**

UNHCR (2002) indicators and standards for 66 camp locations worldwide report that although teachers from the refugee community are generally to be preferred a comparison of the qualification of teachers and their refugee background suggests that refugee teachers are significantly less qualified than non-refugees. Non-refugee teachers are referred to as national teachers. UNHCR (2003) advocates for the non-refugee teachers to teach either the national language or to fill a staffing gap in the refugee camp schools. Kirk (2009) confirms that in secondary schools in Dadaab, The Ministry of Education was more stringent on the issue of qualified teachers. This reflected in the large numbers of Kenyan national teachers compared to refugee teachers in secondary schools. The teachers in Dadaab refugee camps secondary schools are recruited by Windletrust the UNHCR implementing partner for Secondary Education provision.

### **2.4 Teacher Qualifications in Relation to Teacher Recruitment**

Teacher qualifications in refugee camps vary from one camp to another; whereas in Bangladesh and Eritrea approximately 100 percent of teachers are unqualified, in Saudi Arabia teachers are fully qualified. An evaluation conducted by Save the Children in 2008 found that in Afghanistan, Angola, Nepal and South Sudan

fewer than half of the teachers 42 percent had been to Secondary School let alone received training. Another survey conducted in 2006 in South Sudan found that 19 percent of teachers had not completed primary school and 29 percent had no education beyond primary yet one consideration of assessing quality of education in emergencies is teacher qualifications. (Women's Commission for refugee women and children, 2004) Peterson-Dryden (2011) asserts that when assessing the quality of education in emergencies, one consideration is the qualification of the teachers.

Qualified teachers are defined as those possessing appropriate government credentials such as completion of secondary education plus a teacher training certification. (Women's Commission for refugee women and children (2004) concludes that many refugee teachers do not meet the minimum requirements of the host governments hence teacher training is a component of most education programmes in emergencies. According to the Republic of Kenya (2003) characteristics that shape teacher quality include the formal educational attainment, the teacher training attainment, the experience gained by a teacher, the subject mastery and the availability of the teacher.

Whereas, it is acceptable to hire refugee teachers (Cooper et Alvarado, 2006) observe that faced with insufficient teacher numbers school administrators resort to hiring less qualified teachers leading to huge numbers of students taught by

teachers who do not have the knowledge and skills necessary to produce desired student outcomes. Consequently, a major role of the UNHCR and NGO partners in education is to help refugees improve the quality of volunteer also referred to as incentive teacher. UNESCO (undated) confirms that when education system in refugee camps is established it is normal to provide the said less qualified individuals “incentive.” The incentive is paid to refugee teachers so they can concentrate on their work and to minimize the level of staff turnover. Crisp et al (2001) provide evidence of the presence of “volunteer” teachers owing to lack of trained qualified experienced teachers. They assert that “volunteer” teachers are unleashed on the students even though they are under-educated, untrained and inexperienced and are armed with motivation and commitment as their only qualifications.

Teacher training is therefore a component of most education programs in refugee settings. In majority of refugee camps worldwide teacher training is conducted to improve teachers’ qualifications (World Bank, 2010). Mulkeen (2010) too confirms that most countries had some system for providing emergency initial (in-service) training and qualifications to unqualified teachers. Nevertheless, teacher training is important for both qualified and unqualified teachers since application of new participatory methodologies of teaching is challenging and even becomes a burden for teachers who are not properly trained and lack support and materials (Kagawa, 2005). Further, less well prepared teachers have more classroom



difficulties, are rated less effective and leave at a much higher rate. Teacher education is so significant that out of 45 World Bank financed education projects in crisis situations, 44 addressed in-service teacher education; 21 addressed pre-service education (World Bank, 2010). The training provided in various refugee settings varies in terms of quantity and quality consisting primarily of pedagogical training but may also include subject matter training. At secondary education level the UNHCR prioritizes lack of qualified and certified teachers and through GTZ offers training to refugee teachers (UNHCR, 2009).

#### **2.4.1 Pre-Service Training**

Pre-service teacher training is that offered in teacher training colleges or universities. Cooper et Alvarado (2006) in attempting to clarify pre-service training state that secondary teachers are more often trained at universities in “consecutive programmes” in which a degree in a subject area is earned prior to undertaking pedagogical training.

#### **2.4.2 In-Service Training**

During emergencies, education is part of humanitarian service rendered to restore normalcy. Many refugee teachers are new to the profession hence in-service training as using mobile supervisors and advisors. In most cases the world over, there are the volunteers or in-service teachers who are not equipped with the pedagogical skills for the teaching job they take up. Crisp et al, (2003) confirm

that the major job for UNHCR and NGO partners is to help these refugees improve the quality of volunteer teachers by filling in the gap in their education through in-service training. This is used as a quick means to impart teachers with pedagogical skills and subject knowledge for the real classroom teaching where pre-service training is non-existent. It is commonly organized by NGOs in the form of short courses of three months or less conducted during school holidays and long courses also conducted during school holidays but over multiple years. At present, the minimum recommended length of training is 10 days (UNHCR, 2009) but this limited training can be for an initial start-up period only.

In Afghanistan, Kirk (2009) describes UNICEF back to school campaign for teachers using caravans to remote schools and use of cascade training model to give teachers brief sessions in basic pedagogy. Within Karen Camps in Thailand teachers, principals, education committee members are drawn from the refugee population. The Thai Government enforces a strict encampment policy and also insists that expatriates do not work as teachers in the camps (Oh, 2012). In Guinea PASE (programmed' adjustment sectoriel en education) introduced school based action research methods involving analysis of teachers needs and proposed activities to meet those needs. In Uganda, USAID undertook teacher training, improved teacher lessons and conditions they began teacher development and support. Vacation courses, mobile trainers and training of mentor teachers in the school or school clusters; open and distance learning methods are additional ways

of in-service training utilised to upgrade teacher skills in refugee camps the world over (Sinclair,2002)

Mulkeen et al (2007) recommends in-service training since local groups of teachers working together to learn, share teaching experiences and explore ways of strengthening their practice is likely to be fruitful as opposed to large scale workshops that have little on teachers practice. Nakabugo et al (undated) suggest were in-service courses managed effectively, they would act as an effective on-going means for updating and upgrading teachers' knowledge and skills. Mulkeen et al (2007) recommend creating a balance between pre-service and in-service programmes and the development of strong on-going professional support programmes for serving teachers.

Peterson-Dryden (2011) advises that even though training is not by itself a good measure of quality teachers, in the right form teacher training can be a productive mechanism to improve the quality of teaching. Other authors in support of training include (Sinclair, 2002) who propositions for any education programme in crisis affected population to include a major component of carefully designed training for teachers and head teachers. Nakabugo et al (undated) research noted that the policy idea of providing in service courses through distance education was supported by nearly 90 percent of teachers, principals, and policymakers due to reduced costs of travel and because it allows teachers to remain in their

classrooms rather than traveling to distant cities on study leave. The requirement that at least 50 percent females should be hired as well as a female head teacher results in education administrators hiring females less qualified than the male counterparts, in-service courses help to enhance female teachers' professional skills. UNHCR (2003) insists on provision of in-service training that will be recognized in the host countries particularly for returnee women who want to work as teachers. Different refugee education agencies in refugee camps worldwide utilize varied methods to raise quality of refugee teachers to desired levels. Given that teachers practice is constructed on the job school based models of pre-service and in-service training do have the potential to raise the quality of teaching (Barret et al., 2007). Teacher training is not only a means of improving the immediate standard of education, but also an investment in a future educational system.

## **2.5 Individual Factors in Relation to Teacher Recruitment**

This section was to ascertain the relation of individual attributes such as gender, marital status and age in respect to secondary school teacher recruitment in Dadaab Refugee camp secondary schools.

### **2.5.1 Teachers Gender in Relation to Teacher Recruitment**

With notable exemptions the percentage of female teachers at secondary level across Sub-Saharan Africa is low. In Sudan, Seychelles, Mauritius, Lesotho,

South Africa, Botswana and The Reunion female teaching force is above 40 percent. It remains below 20 percent in Chad, DRC, Eritrea, Ethiopia, Mauritania, Mozambique and Togo (Mulkeen et al., 2007). The table below illustrates the percentage of female teachers in secondary schools in refugee camps (Women’s Commission for refugee women and children, 2004).

**Table 2.1 Percentage of female teachers in refugee camps compared to male teachers**

<b>Organization and location</b>	<b>Percentage of female teachers</b>
<b>Kenya</b>	
CARE Kenya	21%
LWF	18%
<b>Guinea</b>	
IRC Nzekore	1%
<b>Liberia</b>	
IRC Sierra Leone refugees	0%
<b>Thailand</b>	
JRS	40%

(Women’s Commission for refugee women and children, 2004) reiterate that the majority of teachers in most emergency situations are male teachers attributed to low education levels of girls and women in most countries affected by conflict. Crisp et al (2001) point out that out of the 735 teachers, 229 24 percent are female whereas 76 percent are male. UNHCR recommends that 50 percent of refugee teachers recruited be women however the (UNHCR, 2002) survey indicated that of the 10,800 teachers only 36 percent were female. Further, it states that the

proportion of female teachers varies from the less than 20 percent in refugee camp in 7 percent in Yemen, Bangladesh 11 percent and Pakistan 18 percent to 50 percent in Sudan and 67 percent in Botswana. Shriberg (2007) quotes a government report using estimated reports that only 24 percent of primary teachers and 17 percent of secondary teachers were female. The Liberian report notes that given the country gaps between teacher numbers and qualifications and increasingly diverse student populations there continues to be a significant need for more trained teachers especially female teachers.

Emergency settings like refugee camps provide a window of opportunity to reverse the trends. The International community has placed a high priority on girls access to education through initiatives such as the EFA and MDGs. In this regard, UNHCR education field guidelines encourage employment of female teachers and /or teaching assistants to provide role models for girls. The presence of female teachers enhances protection of girls from sexual harassment by male pupils and teachers. Even within refugee camps owing to early marriages, cultural practices and safety concerns girls enrolment in education is low therefore presence of female teachers in schools has shown to have an impact on girls' retention.

UNESCO (2013) proposes that there is strong suggestive evidence that moves towards equalizing gender balance among teachers will promote gender parity. It states also that making sure there are enough female teachers and recruiting

teachers from a wide range of backgrounds are important factors in providing an inclusive, good quality education. UNHCR (2011) suggests that refugee camps teachers may be implicated in the abuse of students therefore female refugee teachers or assistants are recognized as crucial in increasing safety in school responsible for girls and in preventing sexual exploitation and abuse including trading sex for grades or promotion. A female teacher should be designated to provide counselling to older girls.

Brookings Education Institute (2012) offers that one of the most compelling arguments for increasing the number of women in school relates to the positive impact that doing so has on girls' education. It insinuates evidence showing a correlation between the number of women teachers and girls' enrolment, especially in sub-Saharan Africa. In some conservative communities parents will not allow their daughters to be taught by a male teacher, the placement of a woman teacher therefore can have an immediate impact on access.

The presence of women in schools can also impact positively on girls' retention in schools and on their achievement. At school policy level women teachers may act as advocates for girls, representing their perspectives and needs and promoting girl-friendly learning. Research by the Foundation for African Women Educationalists FAWE(1999) indicates that adolescent girls are more likely to stay in school, if they can speak with a woman in an authoritative position at

schools and if schools address girls' reproductive e health issues (Shepler et Routh, 2012). Women teachers provide new and different role models for girls especially those in rural and conservative communities. Even with these findings that lend credence to the critical role of female teachers, the proportion of female teachers as a percentage of male teachers is still wanting. Female refugee teachers represent only a small minority among all refugee teachers.

### **2.5.2 Teachers Age in Relation to Teacher Recruitment**

OECD (2005) acknowledges that on average 30 percent of secondary teachers are aged over 50 years and in some countries more than 40 percent of the teachers are in this age group. It predicts large numbers of retrenchments in the next few years. The school systems hence are likely to suffer teacher shortages and use methods such as lowering qualifications to ensure classrooms have teachers. Consequently, younger teachers may be recruited to replace the older teachers. Macdonald (1999) observes that teachers early in their careers may have less stable family lives and have less commitment to teaching. If they stay in their positions, they often accrue benefits of knowledge, skills, contacts and an investment in that locale as well as knowledge of and seniority within the institution. The life in refugee camps may not give opportunities for the younger teachers to mature in their careers; they may opt to repatriate or move to other more lucrative posts in within the NGOs operating in the camp. In Kosovo, teachers are often hired as



translators or administrative assistants. The career shift by teachers to other professions may be necessitated by under-compensation or non-compensation.

In the refugee camps majority are young people. This presents a large pool of potential teachers if the right knowledge, skills and attitudes are cultivated in them at an early stage. Peterson-Dryden (2011) proposes that secondary education affords greater opportunities for civic participation and quality of life and in this ways it is protective both for individuals and societies. Finally, without investment in education future cadres of high quality future teachers for both primary and secondary education would be limited a major challenge to post-conflict reconstruction.

In the recruitment process the focus should be an all-inclusive, participatory education programming with no discrimination in terms of age, sex, marital status, race or ethnic orientation. In refugee settings it is encouraged for the youth to actively participate in the education program. The minimum age for teachers is set as 18 years, according to international labour and human rights instruments. UNHCR education field guidelines emphasize use of refugee teachers and youth leaders to encourage economic independence, restoration of self-esteem for the individual and group, familiarity for the students and the teacher and a sense of community.

### **2.5.3 Teachers Marital Status in Relation to Teacher Recruitment**

The overall situation regarding female teachers according to VSO (2002) is that female teachers are likely to be primary caregivers for children and parents. In addition they are responsible for ensuring a host of domestic duties are carried out. Under normal circumstances and in urban settings women take advantage of the flexibility provided by the teaching profession. Its convenience is evident since teachers' work hours overlap with children's school hours enabling women to balance child rearing responsibilities with career responsibilities. Emergencies have the effect of empowering women and girls, if they become the heads of household and perhaps responsible for livestock and property. It is important to build on this empowerment in terms of sending daughters to school and through women's role in school management remains effective in the post conflict phase of reconstruction.

The fact that married women may see the teaching profession as advantageous since it is often more flexible allowing women to take care of their households this is dependent on the community from which one originates. Some cultures allow for married women to take up careers others like the Somali culture may not. The teachers who are not married will be more likely to be working than those who are married as married women will support their husbands and families.

Single female teachers are more flexible than those who are married because they would naturally want to be posted to a school near home to maintain family. Male teachers can be posted in rural schools with no problems. VSO (2002) states that in rural areas female teachers present are those who had followed their husbands to schools. Safety and cultural difficulties are cited as reasons for single women resistance to rural postings; they may also look at it from the perspective that it limits their marriage prospects (Mulkeen, 2007).

Owing to early marriages within the Dadaab refugee camps due to cultural practice girls enrolment in schools is low limiting the pool from which the female teachers can be recruited.

## **2.6 Security within and without Camp in Relation to Teacher Recruitment**

### **2.6.1 Security within the Refugee Camps**

According to international legal instruments, including the Organization of African Unity (OAU) Refugee Convention, the Law of Armed Conflict, and the UN Charter, the physical protection and security of refugee camps is the responsibility of host governments, who are supposed to work with UNHCR to ensure the safety of refugees. INEE (2004) states learners, teachers and education personnel have civilian status hence protected from armed attack under the Geneva Conventions, and these conventions form part of international humanitarian law recognized by every country. Prowse (2009) writes that internal

and external security failures of refugee camps have an impact on both refugees and the citizenry of a host state. When factionalizing for violent means occurs within a camp, local populations may feel threatened by the refugees within their borders. In practice inside camps refugees are subjected to intimidation, violence, harassment from a variety of groups and individuals-including refugees who use violence for reasons of ethnic conflict or political pressure and camp guards or other host government authorities who use physical intimidation to extort resources or sex from refugees or to pressure refugees to leave the camp.

According to (Women's Commission for refugee Women and children, 2004 in Colombia 83 teachers were killed in 2002 and teachers continue to be targets of murders, threats and displacement. Teacher safety within the school vicinity is prioritized by (Grandvaux-Miller, 2009) who writes that the repercussions of organized violence and lack of security on the delivery of education are devastating and impede attendance, retention, completion and learning. Lack of security affects education delivery in various ways amongst them abduction of students, teachers and officials by armed forces for extortion or to spread terror. Kirk (2003) confirms that women teachers are prevented from attending school by insecurity and lack of safety.

Nicolai & Triplehorn (2003) advise that schools and educational facilities should be designated as safe areas. They put forward that organizers and providers of

education such as teachers and youth workers play an indispensable role in shaping the lives of young people because in many cases the parents are unable to provide and guide their children development. Trained adults as well as youth and children themselves provide important guidance and support. Teachers and youth workers are the key determinants of the quality and relevance of education and any individual organizing children activities should be trained on child protection.

A written code of conduct for employment helps articulate appropriate behaviour and proper relations with children to avoid abuse of learners in the school. The code of conduct acts to prevent cases of corporal punishment such as caning and slapping since war exacerbates its use as teachers take out their frustrations and stress on their pupils. The written code helps to curb the risk of violence or abuse or teachers request for sexual favours in exchange for good grades. Shriberg (2007) suggests that teachers in conflict areas may need psychosocial support to develop coping skills become more effective in their classrooms and more able to manage possible behaviour problems. Teachers in refugee camps ensure daily attention is paid to children because at schools, they are aware of children's needs and can facilitate screening for children who require special assistance. If children do not come to school, teachers can find out their whereabouts and follow up on them.

Refugees are obliged to remain in areas which have been traditionally in secure, where the rule of law is weak and where the perpetrators of violence can act with a high degree of impunity. The refugees themselves are obliged to live in very trying circumstances-circumstances which increase their propensity and vulnerability to violence. The author adds that in Dadaab the central problem is violence between Somali refugees and Somalis who are Kenyan nationals (Crisp et al, 2001).

UNCRD (2013) confirm that Dadaab Refugee camp is a highly volatile and the insecurity within the camps has sometimes led to scale back of operations by humanitarian organisations. One school teacher was killed as a result of the insecurity in 2015. Within the camps humanitarian aid workers and Kenyan nationals move in heavily armed convoys and can only visit refugee housing under escort. Security measures within and along the perimeters of the camps have been stepped up as a result. UNHCR (2012) highlights measure taken; viz the security partnership project, an arrangement between the Government of Kenya and The UNHCR to reinforce law and order in camps and refugee hosting areas.

### **2.6.2 Security Situation within the Host Government**

ILO-UNESCO Committee of experts (2012) report states that teachers are especially affected by conflicts and violence in and outside educational

institutions which cause an atmosphere of anxiety, fear and depression that affects teacher performance, well-being and may cause them to leave the profession.

In refugee camps clashes between refugees and the local population can occur usually outside the camp when there is resentment by locals towards refugees for perceived wrongdoings like theft, immoral acts or for inequities resulting from access to relief resources especially where there exists competition for scarce resources. Crisp et al. (2001) writes that Dadaab's central problem is violence between Somali refugees and Somalis who are Kenyan nationals. This seems to be supported by (Oekland, 2014) who claims that the presence of a refugee camp can trouble local balance when set up in areas that are already occupied by a community with historical, ethnic and cultural ties.

Kamau et Fox (2013) observe that because of Al-Shabaab incursion into the country there has been insecurity on the Kenya-Somali border. Few teachers are willing to relocate to insecure parts of the country. Within the Dadaab camps there has been an upsurge of violence, rapes and petty crimes. Mackinnon (2014) writes that those living in the Dadaab camp function within an insecure environment and face threats of persecution, violence (often sexual and gender-based) attacks by armed groups from improvised explosive devices and danger of abduction .A study conducted by various agencies operating in Dadaab refugee camp summed it up by concluding that the current situation in Dadaab is

untenable, there are 465,000 refugees, a volatile security situation and restrictions in the movement of humanitarian workers.(Oxfam,2012)

## **2.7 Summary of Literature Review**

The literature reviewed is on camp based factors influencing teacher recruitment in Dadaab Refugee camp secondary schools. It includes; the UNHCR Recruitment policy in refugee camps and its influence on teacher recruitment, the influence of teacher qualifications on teacher recruitment, the individual factors influence on teacher training and security as a factor influencing teacher recruitment. EFA goal on quality of education emphasizes improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills. Education is priority of refugee communities they feel safe when children are taught by teachers from their own community however, few of the refugees are trained teachers hence intensive in service training is administered and is a component of many refugee education initiatives worldwide. There are sustained efforts to promote female participation in education through recruitment of more female teachers and classroom assistants. In refugee settings where encampment policy is enforced planning to maintain security is encouraged. The recruitment of teachers is to comply with non-discrimination clause to ensure presence of trained and motivated teachers in adequate numbers.



## **2.8 Theoretical Framework**

A theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence. They are based on theories. A theoretical framework is a general set of assumptions about the nature of phenomena (Kombo and Tromp, 2006).

This study is anchored on The Development Approach to Education in emergencies advocated by (Pigozzi, 1999). It is supported by most educators and supported by international frameworks and policies. This approach views crisis as immediately holding back development potential. It recognizes that education is a long term social investment and justifies this intervention to prevent backward development to promote stability and to rebuild a country. It emphasizes educational content, community participation and collaboration with government officials immediately as soon as possible and starts programmes with an eye towards sustainability and transition. Pigozzi (1999) proposes that education in emergencies must be a development programme and not taken as a “stop-gap” measure or a mere relief effort until normalcy is restored. Sinclair (2001) advocates that education as part of the humanitarian response serves multiple functions that directly support the changing short term and long term protection needs of children living in conflict or post- conflict environments.

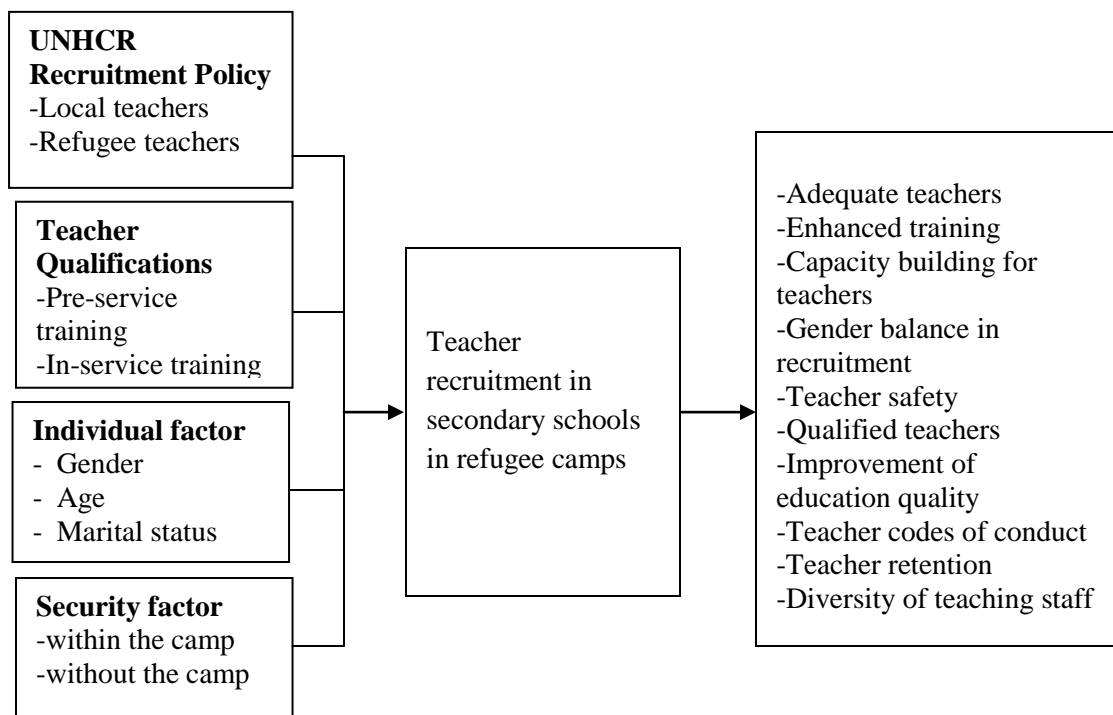
Oekland (2014) suggests that the true implications of thousands of young people spending their childhood and adolescence trapped in protracted emergencies tend

to be forgotten along with subsiding media coverage, but long lasting refugee displacement situations have social, political, environmental and economic ramifications that reach far beyond the affected community hosting the refugees. In effect, a crisis of this kind often leads to whole generations left out of development processes. The establishment of schools in refugee camps implies development. Refugees can be in camps for longer than 20 years, teacher recruitment in these camps should be undertaken seriously because qualified teachers translate to improved student performance, The impact of having educated refugees implies they would participate in development pursuits whether in their asylum or home countries after repatriation.

## 2.9 Conceptual Framework

**Figure 2.1 Relationship of Camp based factors Influencing Teacher**

### **Recruitment in Secondary schools in Dadaab Refugee Camp**



Kombo and Tromp (2006) describe conceptual framework according to Smyth (2004) as an abstract or general idea inferred or derived from specific instances. A concept is a word or phrase that symbolizes several interrelated ideas. Unlike a theory, a concept does not need to be discussed to be understood. The figure above indicates that secondary school teacher recruitment, the dependent variable, can be explained by teacher's The teacher recruitment policy imposed by the UNHCR, teacher qualifications, individual and security factors in Dadaab refugee camp.

The figure explains that recruitment will impact whether teachers are sufficient, training is improved, gender balance in selection is achieved there is improvement in teacher selection hence education quality.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology used in carrying out the research. It includes the research design, sample size and sampling procedures, the data collection procedures, data analysis and data presentation.

#### **3.2 Research Design**

This study employed case study design to investigate camp-based factors affecting teacher recruitment in Dadaab Refugee Camp. The researcher opted to use this design as it is considered a robust method especially when a holistic, in depth investigation is required and it enabled the researcher examine data within a specific context (Zanal,2007).Best and Kahn(2006) describe case study as a way of organizing social data for the purpose of viewing social reality. It probes deeply analyzes interactions between the factors that explain present status or that influence change or growth. Cohen and Manion (1994) propose that case study data paradoxically is “strong in reality” but difficult to organize in contrast to other research data which is often “weak in reality” but susceptible to ready organization. This strength in reality is attributed to case studies being down-to earth and attention holding, in harmony with the reader’s own experience and thus provides a “natural” basis for generalization. Case studies are a “step to action”

they begin in a world of action and contribute to it and their insights may be directly interpreted and put to use for staff or individual self-development or for within-institutional feedback for formative evaluation and in educational policy making. The researcher opted for case study method because the geographical area under exploration was small and the target population was limited. The category of case study employed was descriptive to allow for both qualitative and quantitative analyses of data (Zanal, 2007). The design enabled the researcher to gather data from Dadaab refugee camp secondary schools in North Eastern Kenya on camp based factors influencing teacher recruitment.

### **3.3 Target Population**

Orodho (2004) defines population as all the items or people under consideration. The target population for the study was 7 secondary schools in the Dadaab refugee camps. The study targeted the 7 head teachers, and 87 teachers; Ministry of Interior Coordination Education officer, NGO representative and the UNHCR education representative. These were in a position to provide information on camp-based factors influencing teacher recruitment in Dadaab Refugee Camp Secondary Schools.

### **3.4 Sample Size and Sampling Procedure**

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Secondary school teachers

within the Dadaab refugee camps were sampled. Further, all seven secondary schools in Dadaab refugee camp were purposively selected for the study because they are the existing secondary schools in Dadaab Refugee Camp. Purposive sampling was used to select the key informants. The 6 of the 7 secondary head teachers were sampled, Out of the 203 teachers within the schools, 87 were sampled and three key informants.

### **3.5 Research Instruments**

A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The advantages of using questionnaires were that information was collected from a large sample; confidentiality was upheld, and they saved on time. Best and Kahn (2006) describe questionnaires as an inquiry form through which the respondents answer questions or respond to statements in writing. A questionnaire is used when factual information is desired. The researcher used questionnaires administered to teachers and head teachers because they enabled researcher establish a rapport, explain the purpose of the study and explain the meaning of the items that were not clear. The researcher noted that the words local teacher referred to those teachers who were from locality of Dadaab. The researcher had to clarify that the term local in the questionnaire referred to national teachers. This modification led to improvement in the research instrument. One questionnaire was designed for the teachers and one for head

teachers. Each questionnaire contained two sections: section one contained demographic data while section two consisted of items that sought respondents' opinions on the camp based factors influencing teacher recruitment in secondary schools in Dadaab refugee camp.

Another instrument used for the key informants was the structured interview method. The interview method allowed for establishment of rapport, explanation of the purpose of the study and explanation of the meaning of items that were not clear. Amongst the advantages of the interview methods as listed by Best and Kahn (2006) it is in a sense an oral questionnaire. They add that this method is superior to other data gathering devices because people are usually more willing to talk than to write. The interview offers the interviewer a chance to explicitly explain the investigation's purpose and just what information he or she wants. The researcher attests to these advantages because the interview method enabled the researcher to clarify questions if they were misinterpreted and to evaluate the sincerity and insight of the interviewee. It allowed the researcher to acquire more detailed information regarding recruitment in Dadaab Refugee Camp.

### **3.6 Validity of Research Instrument**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 2003). Validity according to Borg and Gall (1986) is the degree to which a test measures what it purports to

measure. A pilot study helped improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answered the research objectives. Best and Kahn (2006) refer to evidence for the validity of the test content. They state that this refers to the degree to which the test items actually measure, or are specifically related to the traits for which the test was designed and is to be used. The content includes the issues, the actual wording, the design of the items or questions for the respondents.

### **3.7 Reliability of Research Instrument**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot test was conducted in one refugee camp before the actual study. The aim of pilot test was to gauge the clarity and relevance of the instrument items so that those items which were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.



### **3.8 Data Collection Procedures**

The researcher gained permission to conduct the research from the University of Nairobi through the academic supervisor and a research permit from The National Commission for Science, Technology and Innovation before proceeding to the field to administer the research instruments. The researcher booked appointments with the relevant authorities at The NGO representative, UNHCR education representative and the Ministry education officer before interviewing. The researcher also made arrangements with the head teachers and teachers for administering of the questionnaires.

### **3.9 Data Analysis Techniques**

Data analysis techniques are statistical methods used to analyse data so that it can be interpreted (Kombo and Tromp, 2006). Qualitative data was reported in the narrative form directly from the interviewees. Quantitative data from the field was analysed using Statistical Package for Social Sciences (SPSS) software and presented using frequency tables.

### **3.10 Ethical Considerations**

Respondents were informed of the purpose of the study and that the information would be available for public view. Respondents were informed that no harm would come to them as a consequence of responding to the questions. The respondents were informed of the voluntary nature of the study and its duration.

Participants were given the opportunity to ask questions and to withdraw at any time from the interview without consequences during interview. A disclaimer that no financial payment shall be made in the course of interviewing participants was included in the course of interview. The process emphasized no discrimination within the course of the research.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter consists of data analysis, presentation of research findings and interpretation of the results. The chapter begins with an introduction and the respondents' demographic data. Thereafter, the data from influence of UNHCR teacher recruitment policy are presented, the teacher qualifications and their influence on teacher recruitment; followed by the individual factors and their influence on teacher recruitment. The last to be presented is the influence of security on teacher recruitment. Data analysed is presented using frequency distribution tables.

The analysis of data was presented in both narrative and tabular forms.

#### **4.2 Respondents Response Rate**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, out of the 7 questionnaires issued to head teachers 6 of them were returned equivalent to 87.5 percent return rate; while of the 87 teachers questionnaires issued to teachers 62 of them were returned forming 71 percent. This return rate was deemed very adequate for data analysis because a high rate of return reduces the possibility of a non representative sample.

The following section presents analysis based on research objectives.

### 4.3 Demographic Data of Respondents

The study sought respondents' demographic data. The data is as indicated below:

#### 4.3.1 Demographic Data of the Head Teachers and Teachers

The demographic data of the head teachers and teachers were based on their gender, age, level of education and duration they had been in the current school. To establish the gender of the head teachers, they were asked to indicate their gender and the information is captured in Table 4.1

**Table 4.1 Distribution of the head teachers and teachers by gender**

Gender	Headteachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	5	83	48	77
Female	1	11	14	23
<b>Total</b>	<b>6</b>	<b>100</b>	<b>62</b>	<b>100</b>

The information presented in Table 4.1 revealed that 83 percent of head teachers were male whereas 13 percent were female. This shows that there were more schools headed by male Head teachers. In the refugee camps, the UNHCR endorses affirmative action for recruitment of female teachers including where possible training female teachers through intensive courses to ensure parity of qualifications. It proposes schools should have a female head teacher or deputy head teacher whenever possible.

The information on Table 4.1 also shows that 77 percent of the teachers were male while 23 percent of teachers were female. The information implies that most of the schools had male teachers. This is consistent with Crisp et al (2001) that the majority of teachers in most emergency situations are male teachers attributed to low education levels of girls and women in most countries affected by conflict. Not with standing that UNHCR education field guidelines encourage employment of female teachers and /or teaching assistants to provide role models for girls. In order to determine the ages of the head teachers and teachers they were asked to indicate their ages. The information is tabled in table 4.2

**Table 4.2. Age of the head teachers and teachers**

Age	Headteachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below 20yrs	0	0	2	3
Between 21-30 yrs	1	17	48	78
Between 31-40 yrs	4	67	12	19
Between 40-50 yrs	1	16	0	0
Above 50 yrs	0	0	0	0
<b>Total</b>	<b>6</b>	<b>100</b>	<b>62</b>	<b>100</b>

The information presented in table 4.2 indicates that 67 percent of the Head teachers were between ages 31 to 40 years, while the rest were either between the ages of 21-30 years 17 percent and 41-50 yrs 16 percent. The information shows that age is an important factor for one to attain a leadership position because naturally as one grows in their teaching experience, one may have enhanced their

skills and knowledge in the course of their career therefore more responsibilities may have been promoted to head a school. Table 4.2 also presents teachers ages. The information on the age of teachers shows that majority 78 percentage of teachers were between 21-30 years, 19 percent of teachers were aged between 31and 40 years whilst 3 percent of teachers were below 20 years. At the time the study was undertaken a huge percentage of teachers had resigned in the previous term. The 78 percent teachers aged between 21 and 30 years therefore reflect the recently recruited teachers.

The study also sought to establish the academic qualifications of Head teachers and teachers. This information is presented in table 4.3

**Table 4.3 Distribution of the head teachers and teachers according to academic qualification**

Age	Headteachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Diploma	0	0	10	16
Higher Diploma	1	17	0	0
Bachelors	3	50	42	68
Post Graduate	2	33	2	3
Others (secondary education)	0	0	8	13
<b>Total</b>	<b>6</b>	<b>100</b>	<b>62</b>	<b>100</b>

Information on the head teachers qualifications indicated that 50 percent of the head teachers are Graduates with Bachelor of Education degrees; 33 percent of head teachers had Post Graduate Degrees, 17 percent of head teachers had Higher Diplomas. The data shows that those holding the positions of head teacher are

qualified to be in the said positions as per their qualifications. The position of headteacher is key to the fulfilment of school missions and vision therefore having a headteacher who has attained the skills and knowledge skills to fit into the post determines the appropriate school governance.

The teachers when asked to indicate their highest professional qualification, responded as represented in table 4.3. The information shows that 68 percent of teachers had bachelor's degree, 16 percent were Diploma holders 13 percent were had Secondary Education while 3 percent had Post Graduate Qualifications. The information shows that most of the teachers are Graduates and are qualified to teach in secondary schools therefore it can be assumed that the secondary school students in Dadaab have teachers who are capable of imparting knowledge and skills in their respective subject areas to enable the refugee students pass national examinations.

The study sought to establish the duration that the head teachers and teachers had been teaching. Table 4.4 indicates the findings.

**Table 4.4. Distribution of the head teachers according to years they had been teaching**

Years	Head teachers		Teachers	
	Frequency (%)	Percentage	Frequency	Percentage (%)
0-5 years	0	0	57	92
5-10 years	4	67	5	8
10-15 years	2	33	0	0
15-20 years	0	0	0	0
<b>Total</b>	<b>6</b>	<b>100</b>	<b>62</b>	<b>100</b>

The information presented shows that 67 percent of head teachers had been teaching for between 5 and 10 years, while 33 percent of the head teachers had been teaching for between 10 and 15 years. The data shows that majority of the head teachers had taught for a considerably long period and hence are able to provide reliable leadership to students in the schools having acquired teaching and administrative experience.

The information on table 4.4 showed that majority 92 percent of teachers had been teaching in their current schools for less than 5 years, 8 percent of teachers for between 5 and 10 years. The data implies that teachers may not have been teachers for a long time.

When key informants were asked regarding security the implementing partner stated that there have been huge number of teacher resignations in the past 2 months prior to study being undertaken the information representing teachers have been teaching for less than 5 years inferred these had been hired recently.

The study then sought out respondents to determine the first research objective.

The response is outlined in table 4.5.



#### 4.4 UNHCR Recruitment Policy in Refugee Camps in Relation to Teacher Recruitment

**Table 4.5 The total number of teachers in the refugee camps**

<b>Teachers</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Local	28	45
Refugee	34	55
<b>Total</b>	<b>62</b>	<b>100</b>

The study sought to establish the number of refugee teachers in relation to the local teachers to indicate whether the UNHCR teacher recruitment policy played a role in teacher recruitment. When asked about the total number of refugee teachers in proportion to local teachers the key informants indicated that the current population of teachers was 45 percent to 55 percent as can be seen in Table 4.5. Even though the information does not reflect and 80/20 percentage aimed at by the UNHCR recruitment policy, suggestions by (IIEP, 2006) that teachers and other education personnel should be primarily selected from among the affected population are applicable.

The information showed that refugee teachers in Dadaab refugee camp secondary schools were more in number than the local teachers but by a 10 percent margin. The key informants noted that majority of the refugee teachers are comprised of class/lab assistants and IRE teachers more capacity amongst refugee teachers. It may be inferred that the local teachers are overworked as they teach remaining examinable subject areas. The UNHCR informant stated that UNHCR does not

undertake teacher recruitment Windle Trust Kenya the secondary school programme (SEP) is given a budget to work within its various education programmes with refugee students.

The study then sought out respondents to determine the second research objective. The first question relates to teacher qualifications in relation to teacher recruitment. Table 4.6 presents the findings.

#### 4.5 Teacher Qualifications in Relation to Teacher Recruitment

**Table 4.6 Distribution of teachers by highest professional qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Diploma	10	16
Higher diploma	0	0
Bachelors degree	42	68
Post graduate	2	3
Others (secondary education)	8	13
<b>Total</b>	<b>62</b>	<b>100</b>

The information indicated that 68 percent of teachers had a bachelor's degree, 16 percent of teachers were Diploma holders 13 percent of the teachers interviewed had Secondary Education while 3 percent of teachers Post Graduate Qualifications. The information shows that most of the teachers are Graduates who are qualified to teach in secondary school. Graduates and are qualified to teach in secondary schools therefore it can be assumed that the secondary school students in Dadaab have teachers who are capable of imparting knowledge and

skills in their respective subject areas to enable the refugee students pass national examinations.

The key informants stated that during recruitment no compromise is made on the quality of the teaching hence teachers in the secondary schools are qualified teaching personnel. Those who are not Degree holders 16 percent have diplomas. When key informants were requested to state the criteria they used to enrol teachers one important aspect was that the implementing partner had forged partnerships with universities Karatina and Kenyatta to hire students from the university upon completion of their Bachelor in education. The key interviewers stated that refugee teachers 3 percent were secondary school leavers who had attained a B in KCSE. They are volunteer as teaching assistants as they await for scholarship opportunities to Canadian Universities.

The teachers were then asked if they have attended any training in the course of their teaching they indicated as presented on Table 4.7.

**Table 4.7 If teachers have attended any trainings**

<b>Attended trainings</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	37	60
No	25	40
<b>Total</b>	<b>62</b>	<b>100</b>

This information shows that majority 60 percent had attended trainings in the course of their teaching while 40 percent had not attended any training. The

information confirms (World Bank, 2010) contention that teacher training is a major component of most education programs in refugee settings. In majority of refugee camps worldwide teacher training is conducted to improve teachers' qualifications.

The study further sought to establish what type of trainings the teachers those had attended trainings have attended. The findings are presented on table 4.8

**Table 4.8 Type of trainings attended by the teachers**

<b>Trainings attended</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Workshops	10	27
In service	8	22
Seminars	12	32
Subjects	5	14
Exams	0	0
Others (unspecified)	2	5
<b>Total</b>	<b>37</b>	<b>100</b>

The information shows that out of the 60 percent of teachers who stated that they had attended trainings majority 32 percent of teachers indicated they had attended seminars, 27 percent workshops, 22 percent In-service trainings. 19 percent had either attended exams trainings or other unspecified trainings. The data confirms that teachers did attend training whichever form it took. It proves that regardless of the selection and recruitment of both local or refugee teachers (experienced or new), training is conducted to overcome the challenge of teachers who are unprepared to enter the classroom more so, if they are affected by crisis or the host curriculum is unfamiliar applicable to the refugee teachers. It indicates that

(UNHCR, 2003) advocating for in-service training of refugee teachers and education managers is applicable in Dadaab refugee camp secondary schools.

However, when the teachers were asked how relevant the courses that they had attended were to their careers they answered as presented on Table 4.9.

**Table 4.9 Relevance of the courses**

<b>Relevance of courses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	15	41
No	22	59
<b>Total</b>	<b>62</b>	<b>100</b>

The information indicates that majority of the teachers who attended trainings 59 percent said that the trainings were not relevant to their careers yet UNHCR notes that training should be designed to cater for the trainees needs. This shows that the organizers of the trainings should involve the participants in planning analysis on areas to offer trainings to make the trainings relevant to the target groups.

The key informants were asked who organised trainings offered they reiterated that trainings are given in conjunction with donors. The UNHCR is involved in teacher training. The key informants stated that refugee teachers through partnerships with various universities (both local and international) allowing them to further their education using Borderless Higher education for refugees program.(BHER).On the other hand, local teachers have to sponsor their studies.

The study sought to find out whether level of training affects teacher effectiveness. Table 4.10 presents the findings.

**Table 4.10 Level of Training affects teachers effectiveness**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	30	48
Agree	17	28
Neither agree nor disagree	5	8
Disagree	7	11
Strongly disagree	3	5
<b>Total</b>	<b>62</b>	<b>100</b>

The information indicates that most teachers 76 percent agreed that level of training affects teaching effectiveness hence the more the teachers are trained the more effective they become. Secondary education program managers should view this as a positive indication that trainings do play an important role in teachers' development and organise relevant trainings. Crisp et al (2001) propose that the major job for UNHCR and NGO partners is to help improve the quality of volunteer teachers by filling in the gap in their education through in-service training as it is a quick means to impart teachers with pedagogical skills and subject knowledge for the real classroom teaching where pre-service training is non-existent.

The study tackled the third objective on individual factors in relation to teacher recruitment by categorizing teachers by gender on table 4.11.

#### 4.6 Individual Factors in Relation to Teacher Recruitment

**Table 4.11 Distribution of teachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	48	77
Female	14	23
<b>Total</b>	<b>62</b>	<b>100</b>

Information on table 4.11 shows that 77 percent of the teachers were male while 23 percent of teachers were female. This implies that most of the schools had male teachers. UNESCO (2013) proposes that there is strong suggestive evidence that moves towards equalizing gender balance among teachers will promote gender parity. It states also that making sure there are enough female teachers and recruiting teachers from a wide range of backgrounds are important factors in providing an inclusive, good quality education.

The study asked teachers whether recruitment of female teachers influences girls enrolment to secondary school the teachers answered as follows:

**Table 4.12 Recruitment of female teachers influences girls enrolment to secondary school**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	42	68
Agree	15	24
Neither agree nor disagree	5	8
Disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>62</b>	<b>100</b>

92 percentage of teachers agreed that recruitment of female teachers would greatly influence the girls' enrolment for schools in the area. Research by the Foundation for African Women Educationalists FAWE (1999) indicates that adolescent girls are more likely to stay in school, if they can speak with a woman in an authoritative position at schools and if schools address girls' reproductive health issues. This is backed by information where 92 percent of all teachers agree that female teachers do have a positive impact on girls enrolment as 92 percent. The information on teachers' age from the demographic information has been utilised to relate teacher recruitment and the teacher's age as shown on Table 4.13.

**Table 4.13 Distribution of teachers by age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 20	2	3
Between 21-30	48	78
Between 31-40	12	19
Between 40-50	0	0
Above 50	0	0
<b>Total</b>	<b>62</b>	<b>100</b>

The information on the age of teachers shows that majority 78 percentage of teachers were between 21-30 years, 19 percent of teachers were aged between 31 and 40 years whilst 3 percent of teachers were below 20 years. At the time the study was undertaken a huge percentage of teachers had resigned in the previous



term. The 78 percent teachers aged between 21 and 30 years therefore reflect the recently recruited teachers.

The study sought the teachers views on whether teachers' age affects teaching performance the response was as indicated on table 4.14.

**Table 4.14 Teachers age affects teaching performance**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	3	5
Agree	4	7
Neither agree nor disagree	20	32
Disagree	15	24
Strongly disagree	20	32
<b>Total</b>	<b>62</b>	<b>100</b>

The data indicates that a combination of those who strongly agree 5 percent and those who percent agreed 7 percent indicates that the age does not have any bearing on teaching performance.56 percent disagreed that teachers age plays any role in teacher recruitment. UNHCR education field guidelines emphasize use of refugee teachers and youth leaders to encourage economic independence, restoration of self-esteem for the individual and group, familiarity for the students and the teacher and a sense of community. The information therefore resonates with need to use youth especially from the refugee community as they act as mentors to the younger population in their community.

The study sought to find out from the teachers whether marital status affects teaching performance, their responses were as on table 4.15

**Table 4.15 Marital Status affects teaching performance**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	19	31
Agree	10	16
Neither agree nor disagree	5	8
Disagree	15	24
Strongly disagree	13	21
<b>Total</b>	<b>62</b>	<b>100</b>

The above data indicates that 47 percent of teachers agreed that marital status affects teacher performance whereas 45 percent did not. The key informants pointed that female teacher recruitment is hampered by the few numbers of girls who complete secondary education as majority of the refugee girls opt to get married. They stated that girl enrolment and completion rate is low as compared to boys especially in secondary schools which in turn leads to reduction in pool of girls who have completed their secondary education to pursue further training for recruitment as refugee teachers. Regardless of whether they are married or single, the national teachers employed as refugee teachers in Dadaab secondary schools viewed their teaching posts as a means of providing for their families and they leave partners in their home areas to teach in Dadaab secondary schools. They are allowed one week off after every 8 weeks for personal reasons.

#### 4.7 Security within and without Camp in Relation to Teacher Recruitment

The study sought to responses to the fourth objective by asking the teachers whether

Dadaab is a safe, secure environment for local and refugee teachers. Table 4.16 presents the findings.

**Table 4.16 Daadab is a secure, safe environment for local and refugee teachers**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	0	0
Agree	0	0
Neither agree nor disagree	7	11
Disagree	25	40
Strongly disagree	30	49
<b>Total</b>	<b>62</b>	<b>100</b>

The information shows that most teachers 89 percent do not think that Daadab is a secure and safe environment. This may be attributed to the fact that one of head teachers had been killed in the previous term alongside constant terror attacks within Northern Kenya.

The study sought to find out if there are sufficient security personnel within secondary schools in Daadab. The table 4.17 presents the findings.

**Table 4.17 There is sufficient security personnel within secondary schools in Daadab**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	4	7
Agree	5	8
Neither agree nor disagree	7	11
Disagree	21	33
Strongly disagree	25	41
<b>Total</b>	<b>62</b>	<b>100</b>

The data shows that 74 percent of teachers do not think that there are sufficient security personnel within the camp.

The study sought to find out how comfortable head teachers were at their current station. The findings are presented on table 4.18.

**Table 4.18 If head teachers are comfortable working at their current work stations**

<b>Comfortability</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	2	33
No	4	67
<b>Total</b>	<b>6</b>	<b>100</b>

The data shows that majority 67 percent of the head teachers were not comfortable working in their current work stations while 33 percent of head teachers were comfortable. Key informants stated that the government, UNHCR and other agency partners take the issue of security very seriously teachers' movement to schools and back to areas of accommodation is done under police escort. There are security operation procedures in case of any evacuation. Yet even with those procedures in place teachers and head teachers were still not confident about their personal security.

The study sought to find out if teachers view psychosocial as vital when teaching refugee students. Table 4.19 in presents the findings.

**Table 4.19 Psychosocial training is vital when teaching refugee students**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	40	65
Agree	12	19
Neither agree nor disagree	5	8
Disagree	4	6
Strongly disagree	1	2
<b>Total</b>	<b>62</b>	<b>100</b>

The information indicated that 84 percent of teachers agreed that teaching refugee students requires psychosocial training. Key informants named trainings by DFID's KEEP (Kenya education equity programme) to support girls education and WUSC –World University Service of Canada GFTT training to teachers on gender responsive pedagogy. The programme also helps increase number of girls attending school through provision of solar lamps, sanitary towels, canvas bags, textbooks, uniforms. These ways of ensuring students are physically and emotionally taken care of, in addition to club formation training serve as psychosocial capacity building avenues for student preparation and teacher is armed with skills to handle refugee students. The teacher hence recognises the need for students to learn in safe conducive environment. The teachers also indicated that they had signed a code of conduct to ensure professional conduct in their relations with refugee students. The document would act as a deterrent to teachers who may opt to instil student discipline through corporal punishment not realising that in refugee settings it may exacerbates the situation as frustrated teachers may use extreme force due to frustrations. The code of conduct acts regulates the teacher's dealings with refugee students hence safeguards both his/her own safety as well as that of refugee students within the secondary schools in Dadaab Refugee camp.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of findings, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the Study**

The study sought camp based factors influencing teacher recruitment in Dadaab Refugee camp secondary schools in North Eastern Kenya. The objectives of the study were: to establish whether the UNHCR teacher recruitment policy requiring 80 percent of refugee teachers and 20 percent of local teachers influenced teacher recruitment; establish teacher qualifications and its influence on teacher recruitment; individual factors namely gender, age and marital status and their influence on teacher recruitment and finally find out security within and without the camps to establish its influence on teacher recruitment. The literature gathered was based on the research objectives. Case study method using descriptive design was used to determine camp based factors influencing teacher recruitment in Dadaab secondary schools in Northern Kenya.

The study respondents were secondary school headteachers, teachers and key informants.

Head teachers and key informants were purposively selected. Six of the seven headteachers in the 7 secondary schools in Dadaab were sampled. Out of the 203 teachers within the schools 87 were sampled and three key informants. Questionnaires were used to gather data from head teachers and teachers while the key informants were interviewed. The Statistical Package for Social Sciences (SPSS) software was used in analysing quantitative data and presented using frequency tables.

The study established that the UNHCR recruitment policy requiring that 80 percent of teachers originate from the refugees and 20 percent from the local population had not been realised. However, the refugee teachers outnumber the local teachers by a 10 percent margin. The UNHCR did apply the recommendation that teachers and other education personnel should be primarily selected from among the affected population i.e. the refugees. The study established that most of the secondary school teachers are trained hence qualified to teach in Dadaab Refugee camp secondary schools. The study established that majority of teachers in Dadaab refugee camp secondary schools were male. The study established that the teachers age had no bearing on teaching performance even though the study found overall percentage of teachers recruited are between ages 21 and 30. The study found that marital status had no bearing on teacher recruitment in secondary schools in Dadaab refugee camp. The study established

that security was a major concern for teachers in the schools as both local and refugee teachers expressed fears regarding their personal safety regardless of safety precautions which had been taken. The study concluded that security was a major concern for both local and refugee teachers in Dadaab refugee camp secondary Schools. It recommended that the education stakeholders; UNHCR and government partner to address the security concern in order to have sustainable secondary education for refugee students in the Dadaab refugee camp secondary schools. As a subject for further research the researcher suggested that since the study was centred on Dadaab refugee camps teacher recruitment there was need to replicate the study in schools within the Northern region in view of current security situation.

### **5.3 Major Findings of the Study**

The major findings of the study were based on the research objectives. These are as outlined as follows.

#### **5.3.1 UNHCR Recruitment Policy in Refugee Camps in Relation to Teacher Recruitment**

The study established as indicated in Table 4.5 that there are 45 percent local and 55 percent refugee teachers. The UNHCR recruitment policy requiring that 80 percent of teachers originate from the refugees and 20 percent from the local population has not been realised. Even though the information does not reflect



and 80/20 percentage aimed at by the UNHCR recruitment policy suggestions that teachers and other education personnel should be primarily selected from among the affected population are applicable. The information showed that refugee teachers in Dadaab refugee camp secondary schools were more in number than the local teachers but by a 10 percent margin. The key informants noted that majority of the refugee teachers are comprised of class/lab assistants and IRE teachers more capacity amongst refugee teachers. This implies that the local teachers are overworked teaching examinable subject areas. The UNHCR informant stated that UNHCR does not undertake teacher recruitment; Windle Trust Kenya the secondary school programme (SEP) if given a budget to work with in tits various education programmes with refugee students.

### **5.3.2 Teacher Qualifications in Relation to Teacher Recruitment**

The Study established in Table 4.6 that 68 percent of teachers in Dadaab refugee camp schools are degree holders; 16 percent are Diploma holders. As graduates they are qualified to teach in secondary schools therefore it can be assumed that the secondary school students in Dadaab have teachers who are capable of imparting knowledge and skills in their respective subject areas to enable the refugee students pass national examinations.

The key informants stated that during recruitment no compromise is made on the quality of the teaching hence teachers in the secondary schools are qualified teaching personnel. Those who are not Degree holders 16 percent have diplomas. Table 4.8 indicates that various types of trainings were offered 27 percent workshops;22 percent in-service trainings,32 percent seminars and 14 percent subject related therefore those without training have capacity building through the organisation's training sessions. Table 4.7 indicates that 60 percent of teachers attended trainings whereas 40 percent did not. The study established in Table 4.9 that 41 percent of teachers agreed on the course relevance whereas 59 percent disagreed stating that the training given was not relevant to their career.

The study also established that teachers recognize the need for training as a prerequisite to teaching; table 4.10 indicates that 76 percent agreed that training affects teaching performance. Through the key informants it was established that there are varied methods available for teaching to improve their capacity through distance education BHER or short courses i.e. the workshops seminars and in service courses. BHER offers hope through training of teachers for improved quality of secondary and primary education. Table 4.8 showing various types of trainings like workshops; in-service trainings, seminars and subject trainings related revealed that indeed training is done for all teachers in Dadaab secondary schools.

### **5.3.3 Individual Factors in Relation to Teacher Recruitment**

The study established the following regarding individual factors in relation to teacher recruitment;

Regarding gender, Table 4.11 indicates that males comprise of 77 percent of the total teachers population whereas 23 percent are females. This confirmed the presence of more male teachers even though UNHCR education field guidelines encourage employment of female teachers/assistants to provide role models for girls. However, the positive outcome is that there is one female headed secondary school in Dadaab as indicated on Table 4.1.

Overall, 92 percentage of teachers agreed that recruitment of female teachers would greatly influence the girls' enrolment for schools in the area.

As regards age as shown in Table 4.14 whereas 56 percent of teachers state that age does not play a role in teacher recruitment in the secondary schools in Dadaab refugee camps; Data in Table 4.13 indicates that 78 percent of teachers are between 21-30 years of age. The information regarding teachers' marital status on table 4.15 shows that 57 percent of teachers agreed that marital status played a role in teacher recruitment while 45 percent do not agree with this view.

### **5.3.4 Security within and without Camp in Relation to Teacher Recruitment**

The study established that security was a major concern for teachers in the schools as both local and refugee teachers disagreed with statement that Dadaab

is a safe, secure environment according to table 4.16. 67 percent of Headteachers on Table 4.18 stated that they were not comfortable in their work stations. Table 4.17 indicates that even with the security escorts 74 percent of teachers indicated there is insufficient security in the area. Key informants stated that the government, UNHCR and other agency partners take the issue of security very seriously teachers' movement to schools and back to areas of accommodation is done under police escort. There are security operation procedures in case of any evacuation.

The study established that 84 percent of teachers realised that psychosocial training is vital to teach refugee children. This information is recorded in table 4.19. The key informants stated that all teachers sign a code of conduct upon employment. Having signed codes of conduct teachers are fully bound by rules of engagement and are expected to conduct themselves professionally.

#### **5.4 Conclusions from the Study**

The conclusions from the study are that The UNHCR recruitment policy is yet to be realised. Even though the information does not reflect and 80/20 percentage aimed at by the UNHCR recruitment policy, suggestions by IIEP that teachers and other education personnel should be primarily selected from among the affected population are applicable. UNHCR does not undertake teacher recruitment

Windle Trust Kenya the secondary school programme (SEP) is given a budget to work with in its various education programmes with refugee students.

Majority of teachers in the Secondary Schools in Dadaab are qualified and those who are not have opportunities to advance their skills and qualifications either via distance education or through the various courses offered. A variety of workshops; in-service trainings, seminars and subject trainings related are available for both all, trained and untrained teachers.

Female teachers play a key role in secondary schools and teachers agreed that presence of female teachers would lead to girls' enrolment and retention. Marital status and age were not proved as key factors in teacher recruitment. The recruitment of a female head teacher acts as a good role model for the both female student and fellow female refugee and local teachers.

Dadaab refugee camp is currently is insecure for both local and refugee teachers. The government, UNHCR and other agency partners take the issue of security very seriously teachers' movement to schools and back to accommodation is done under police escort. There are security operation procedures in case of any evacuation. Measures have been taken to ensure refugee students are safe. Teachers sign a code of conduct ensuring they are fully bound by rules of engagement and are expected to conduct themselves professionally.

## **5.5 Recommendations from the Study**

On the basis of the study's findings, the following recommendations were drawn:

- i) The UNHCR should employ more refugee teachers to meet its education guidelines.
- ii) Steps should be taken to encourage more refugee teachers to enrol for the distance education courses to provide a pool of refugee teachers that will meet the required quota in future.
- iii) There is need to do a needs assessment to get clear direction on employee needs so that trainings are tailored to fill skills or knowledge gap both current and future.
- iv) More efforts should be made to increase the number of female teachers in the camp with the aim of increasing them in proportion to the males.
- v) There is need for education stakeholders, UNHCR and government to address the security issues in the camp as most teachers do not feel secure through interviewing teachers regarding their fears and address these for sustainability of secondary schools.
- vi) There is need to find out if there is a correlation between teachers ages and teacher recruitment in the secondary schools.

## **5.6 Suggestions for Further Research**

The study made the following recommendations for further study

- i) Given that this research concentrated on the Dadaab refugee camps teacher recruitment there is need to replicate the study for schools within the Northern region in view of the current security situation.
- ii) There is need to study on the sustainability of the current teachers or secondary schools in view of the security situation in North Kenya.
- iii) There is need to conduct a study in the future to confirm whether through BHER and the variety of courses educated refugees recruited as teachers will reflect diversity and whether through this training they are able to manage the secondary education independent of local teachers.

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## **Appendix I**

### **Letter of Introduction**

Karen Muthoka

University of Nairobi

College of Education and External Studies

Department of Education and Administration and Planning

P.O. Box 92

Kikuyu, Kenya

Date

Windle Trust

Dear Sir/Madam

### **RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOLS**

I am a post graduate student at the University of Nairobi pursuing a Masters Degree in Education in Emergencies. I am collecting data on camp-based factors influencing teacher recruitment in Secondary Schools in Dadaab Refugee Camp.

Kindly allow me to gather the required information from you and your teachers through questionnaires.

Your assistance and support regarding this matter will be highly appreciated.

Yours faithfully

Karen Muthoka

## Appendix II

### Headteacher's Questionnaire

#### Instructions -

The questionnaire is designed to gather information on the camp based factors influencing secondary school teachers recruitment in Dadaab Refugee Camp

You are kindly requested to fill in the questionnaire by placing a tick (✓) against your option and to fill in the blanks (-) where applicable. Do not write your name anywhere in the questionnaire.

#### Section A (Tick or fill where applicable)

1. What is the name of your school? \_\_\_\_\_
2. What is your age bracket?
  - Below 20 [ ]
  - 21-30 [ ]
  - 31-40 [ ]
  - 41-5 [ ]
  - Above 50 [ ]
3. What is your gender?  
Male [ ] Female [ ]
4. What is your highest professional qualification?
  - i) Diploma in education [ ]
  - ii) Higher diploma [ ]
  - iii) Bachelor of education [ ]
  - iv) Post graduate education [ ]
  - v) Others  
specify\_\_\_\_\_
5. What is your teaching experience?
  - i) 0 – 5 years [ ]

- ii) 5 – 10 years [ ]
- iii) 10 – 15 years [ ]
- iv) 15 – 20 years [ ]
- v) Over 20 years [ ]

6. Indicate by ticking the appropriate box in the table below, the qualifications and number of teachers in your school.

Academic qualification	Male	Female	Total
Diploma			
Approved teachers			
Graduate			
Masters degree			
Any other			

**Section B (Tick or fill where applicable)**

7. a) Are your teachers comfortable to work in this area?  
 Yes [ ] No. [ ]

b) If no what reason are making them uncomfortable?

- i) Fear of physical harm [ ]
- ii) Increased workload [ ]
- iii) Others \_\_\_\_\_

8. What kind of training have you received during your period as head teacher in the school? \_\_\_\_\_

9. If yes, kindly specify the kind of training received

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. If no, would you like to receive any training that would contribute to your management skills and knowledge in your view? Specify

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11. What measures, if any, are in place to ensure safety of teaching and other education staff?

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### Appendix III

#### Teachers Questionnaire

##### Instructions

The questionnaire is designed to gather information on the camp-based factors influencing teachers recruitment in secondary schools in Dadaab Refugee camp, Kenya.

You are kindly requested to fill in the questionnaire by placing a tick (✓) against your option and to fill the blanks (-) where applicable. Do not write your name anywhere in the questionnaire.

##### Section A (Tick or fill where applicable)

1. What is your age bracket?  
Below 20 [ ]  
21-30 [ ]  
31-40 [ ]  
41-5 [ ]  
Above 50 [ ]
2. What is your gender?  
Male [ ] Female [ ]
3. What is your academic/professional qualification?
4. How long have you taught in this school?

##### Section B (Tick or fill where appropriate)

5. Please indicate if you have attended any course to improve teaching skills and knowledge since you started teaching?  
Yes [ ] No [ ]
6. If yes, indicate the number of times and the sponsors or both of the courses attended.

	No. of times	Sponsor	Facilitator	Comment
Workshop				
In-service				
Seminar				
Subject				
Exam				
Others				

7. a) In your opinion was the course(s) attended relevant?

Yes [ ] No [ ]

b) If answer to (a) is no, kindly explain why?

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---

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8. If no, would you benefit from training in a particular subject area?

Specify

---

9. Please indicate whether you Strongly Agree(SA), Agree (A) Undecided (U) Disagree (D), Strongly Disagree (SD) with the following statements:

Statement	SA	A	U	D	SD
Level of training affects teachers effectiveness					
Recruitment of female teachers influences girls enrolment to secondary school					
Teachers age affect teaching performance					
Dadaab is a secure, safe environment for local and refugee teachers					
There are sufficient security personnel within secondary schools in Dadaab					
Marital status affect teaching performance					
Psychosocial training is vital when teaching refugee students					

10. Upon employment, did you sign a code of conduct?

Yes [ ] No [ ]

11. If yes, specify

---

**THANK YOU FOR YOUR PARTICIPATION**

## **Appendix IV**

### **Interview Guide for Key Informants in Dadaab Refugee Camp**

1. What is the name of your employer and what is your position?
2. How many local teachers do you have in the camp? (Probe for local and refugee teachers)
3. What criteria do you use to employ teachers especially refugee teachers?
4. What issues have a role to play during teacher recruitment.(Probe for age, gender, marital status, religion and location)
5. What reasons do teachers give to either accept teaching position or decline it?
6. Who organizes for teacher trainings if any?(Probe for in-service trainings, workshops, etc)
7. Who keeps records of all trainings and are there follow-ups for final certification(Probe for number of hours and subjects covered in trainings)
8. Who is in charge of security for teaching staff and what measures exist to ensure teachers are safe?
9. What policies exist regarding female teacher recruitment?
10. What is the female to male ratio within the camp?
11. Do teachers sign a code of conduct? Who enforces it?

## Appendix V

### Research Authorization



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No.

Date:

17<sup>th</sup> June, 2015

NACOSTI/P/15/8307/6316

Karen Nthenya Muthoka  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Camp based factors influencing teacher recruitment in Dadaab Refugee Camp secondary schools, A case study,*" I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for a period ending **6<sup>th</sup> November, 2015**.

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

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
Garissa County.

The County Director of Education  
Garissa County.


*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*

## Appendix VI

### Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. KAREN NTHENYA MUTHOKA**  
**of UNIVERSITY OF NAIROBI, 0-100**  
**Nairobi, has been permitted to conduct**  
**research in Garissa County**  
**on the topic: 'CAMPBASED FACTORS**  
**INFLUENCING TEACHER RECRUITMENT**  
**IN DADAAB REFUGEE CAMP SECONDARY**  
**SCHOOLS, A CASE STUDY**  
**for the period ending:**  
**6th November, 2015**

**Permit No : NACOSTI/P/15/8307/6316**  
**Date Of Issue : 17th June, 2015**  
**Fee Received :Ksh 1000**



*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
**NATIONAL COMMISSION FOR SCIENCE,**  
**TECHNOLOGY AND INNOVATION**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 5403**

**CONDITIONS: see back page**