

REFUGEE SETTLEMENT PRACTICES AND THEIR EFFECT ON
MANAGEMENT OF SECONDARY SCHOOLS IN DADAAB DISTRICT-
GARISSA COUNTY, KENYA

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ABSTRACT

The purpose of this study was to examine refugee settlement practices and management of secondary schools in Dadaab district- Garissa county Kenya. The study was built on the premise that management of schools in refugee areas was likely to be affected by different aspects that surrounded and involved the settlement of refugees. Motivation behind this study was lack of systematic evidence on previous studies, reflecting the relationship between refugee settlement and management of schools. The study particularly sought to examine the effect of refugee registration practice, administration procedures, refugee security and culture and management of secondary schools in Dadaab District. The study presumed that the management of secondary schools was affected by factors within and without the school setup and that culture, security, administrative procedures were some of the factors that affected management of secondary schools. If successfully completed the researcher believed that the study contributed substantially to existing literature on the management of secondary schools by adding an important contribution towards school management in refugee settlement areas. The study was based on the systems theory by biologist Ludwig Von Bertalanffy (1948) which is basically concerned with problems of relationships, of structures, and of inter- dependence, rather than with the constant attributes of object. Dadaab District which hosts the world largest refugee camp was used in this study. The District has a total of nine secondary schools. The study adopted a descriptive research design to accomplish its objectives. The target population for the study was 447 participants which included; school heads, deputy heads, board of managers, teachers and student leaders. Stratified random sampling was used to select the study participants forming a sample size of 91. Questionnaire and interview guide whose validity and reliability was tested through a pilot study was used for data collection. Data was analyzed using qualitative and quantitative techniques. This was done with the help of Statistical Package for Social sciences version 20. The output of data analysis was presented in tables and charts. Interpretations were made based on research objectives and discussions made. The study findings indicated that religion and some cultural practices facilitated management of the school since religious teachings inculcated morality in children while some elders also assisted school managers in school management. However, terrorism and criminal attacks made it hard for teachers and students to concentrate on management policies. Attacks for teachers and workers, indiscipline cases, refugee strikes and conflicts arising from recruitment processes were identified as security concerns affecting management of schools in Daadab District. Furthermore, refugees' administration procedures affected management of the schools because refugee registration verification which was done occasionally took about six months within which most students didn't attend schools. Absenteeism cases further increased during food distribution periods done twice in a month. Culture also significantly affected the delivery of quality education in refugee schools. The study recommended that the government of Kenya enhance the registration process through the use of technology thus curbing the issue of double registration. The school managers in corporation with the government and the community at large should further work together in addressing security issues thus ensuring that security is not compromised for the school stakeholders (Teachers, students, parents, school community). The government should also intervene in ensuring that refugees' settlement practices do not interfere with the schools management. A similar study should be carried out to determine the extent of discrimination that the refugees experience in a bid to look for jobs or educational opportunities. This will fill a gap on discriminatory acts affecting education in the refugees camps which wasn't clearly dealt with in this study. It is also imperative that a similar study be carried out in other areas to determine whether similar findings will be reached. This will help policy makers in the government in tackling the emerging issues in the refugees' camps affecting management of secondary schools.