

# REPORT

On

**RESEARCH STUDY TOWARDS INTEGRATION OF PRE-SCHOOL  
EDUCATION FOR REFUGEES INTO COUNTY AND NATIONAL LEVEL  
EDUCATION SECTOR PLANS; PROSPECTS AND CHALLENGES: A  
CASE OF TURKANA COUNTY.**

Submitted

To



**Brot**  
für die Welt

**act**  
Church of Sweden

Prepared by

**Seamays International Research (SIR)**

©SIR, January 2024

## ACKNOWLEDGEMENT

We are grateful to the individuals and institutions who supported our pre-school education integration into county and national education sector plans. Our heartfelt thanks to the Lutheran World Federation team as led by Lilian Kantai and Colins O. Omundu, for their facilitation in the successful completion of the exercise. We also extend our appreciation to the LWF staff, particularly Kakuma LWF field office staff; area manager, Caroline Wainaina; Education lead, George Okello; and ECD lead, Nancy Tabot. We also offer our gratitude to all the other LWF staff; partner organizations like UNICEF, UNHCR; and government staff (county and sub-county education officers) who accorded us support during the exercise. Special appreciation goes to the LWF program beneficiaries and community members who provided with data for the study.

We thank all study participants for their valuable contributions, including their time during face-to-face and FGD consultations, and their honest discussions during the survey. Our gratitude goes to the key informants for their cooperation and information sharing. We express our thanks to the research assistants for collecting primary data in the field. Finally, we extend our sincere appreciation to the team of consultants who made the whole process possible.

We hope the findings of this pre-school integration survey and the resultant advocacy policy paper will have a positive impact towards the national and county government supporting integration of refugee camp pre-school education centers into the education sector plans.

### Copyright notice

The contents of the report are copyright-protected under international laws. LWF holds the right to reproduce and use the contents of the report. No duplication or transmission in any form – print, electronic or otherwise – is allowed without permission. Permission may be granted on a case-by-case basis with permission from LWF. For permission write to LWF. Further, the views and analysis in the report are those of the writers and do not reflect those of LWF.

([https://kenyasomalia.lutheranworld.org/.](https://kenyasomalia.lutheranworld.org/))

**Nashon Kaloki,**  
Lead Researcher,



P.O. Box 33565-00600, Nairobi Kenya

Telephone +254 726 742 784

[seamaysinternational@gmail.com](mailto:seamaysinternational@gmail.com)

Website: [www.seamays.com](http://www.seamays.com)

# TABLE OF CONTENTS

TABLE OF CONTENTS.....	iii
LIST OF FIGURES AND TABLES.....	iv
ACRONYMS & ABBREVIATIONS.....	v
SECTION ONE: INTRODUCTION.....	1
1.1. Background to Lutheran World Federation.....	1
1.2. The need for Preschool education for refugees.....	1
1.3. Purpose and Objectives.....	3
SECTION TWO: METHODOLOGY.....	4
2.1. Introduction.....	4
2.2. Sampling Design.....	4
2.3. Data Collection.....	4
Phase One: Inception.....	4
Phase Two: Desk Review.....	5
Phase Three: Primary Data Collection.....	5
Phase Four: Data analysis.....	5
Phase Five: Reporting.....	6
SECTION THREE: FINDINGS.....	8
3.1. Demographic Characteristic of Respondents.....	8
3.2. Access To Livelihood Opportunities.....	9
3.3. Access to Quality Education.....	11
3.4. Protection and Social Cohesion.....	14
3.5. Integration of pre-schools into the government Education Sector.....	19
3.6. Challenges.....	20
SECTION FOUR: CONCLUSION AND RECOMMENDATIONS.....	21
4.1. Conclusion.....	21
4.2. Recommendation.....	21
ANNEXES.....	23
ANNEX I: DATA COLLECTION TOOLS.....	23

## LIST OF FIGURES AND TABLES

### LIST OF FIGURES

Figure 1: Age of Respondents.....	8
Figure 2: Source of Income .....	9
Figure 3: Other sources of livelihood.....	10
Figure 4: Respondents income support for their children education.....	10
Figure 5: Effect of integration to livelihoods.....	11
Figure 6: Access to pre-school education.....	11
Figure 7: Increased access and improved quality as a result of integration.....	14
Figure 8: Is cultural norms affecting attendance pre-school.....	15
Figure 9: Safety of pre-school environment .....	16
Figure 10: Perception on pre-school support on child's physical and emotional wellbeing .....	17
Figure 11: Facilities and services in pre-schools .....	18
Figure 12: risks that Pre-school children face within the camp .....	18

### LIST OF TABLES

Table 1: Location of the respondents .....	8
Table 2: Preferred for of education.....	9
Table 3: Quality of education in pre-schools .....	12
Table 4: Government (national and county) support to pre-school education .....	13
Table 5: Other organization support to pre-school education.....	13
Table 6: Perception on whether integration has increased access and quality of pre-school education	14
Table 7: Perception on integration increasing security and safeguards of pre-school children.....	20
Table 8: Perception of community on integration of preschool into the national education sector .....	19

## ACRONYMS & ABBREVIATIONS

CBC	:	Competency-Based Curriculum
CIDPs	:	County Integrated Development Plans
DRC	:	Danish Refugee Council
ECDE	:	Early Childhood Development Education
FCA	:	Finn Church Aid
FGD	:	Focus Group Discussion
HI	:	Humanity and Inclusion
IRC	:	International Rescue Committee
JRS	:	Jesuit Refugee Service
KII	:	Key Informant Interviews
LWF	:	Lutheran World Federation
NRC	:	Norwegian Refugee Council
SPSS	:	Statistical Package for the Social Scientists
SOP	:	Standard Operating Procedure
UNHCR:		United Nations High Commissioner for Refugees
WFP	:	World Food Programme
WHO	:	World Health Organization

## OPERATIONAL DEFINATIONS OF TERMS

### 1. Lutheran World Federation (LWF):

- *Definition:* A faith-based humanitarian International Nongovernmental Organization actively involved in emergency relief, rehabilitation, and development programs across 27 countries globally.
- *Operational Context:* In the context of this study, LWF operates in Kenya through its Kenya-Somalia program, focusing on pre-primary, primary, and junior secondary education in refugee camps such as Kakuma and Dadaab.

### 2. Pre-primary Education:

- *Definition:* The initial educational stage before formal primary education, typically designed for children between the ages of 4 and 6.
- *Operational Context:* In Kakuma Refugee Camp and Dadaab, LWF implements pre-primary education programs aimed at providing inclusive and quality education in a protective environment for refugee children.

### 3. Refugee Integration into National and County Education Sector Plans:

- *Definition:* The process of assimilating refugee educational programs into the broader educational frameworks established by both national and county governments.
- *Operational Context:* In the context of this study, it refers to the strategies and efforts undertaken by LWF and relevant stakeholders to align pre-primary education for refugees with the education sector plans of both the national and county levels in Kenya.

### 4. Comprehensive Refugee Response Framework (CRRF):

- *Definition:* A national and regional approach that aims to enhance refugee self-reliance and inclusion by involving both humanitarian and development actors.
- *Operational Context:* Within the study, CRRF provides a backdrop for understanding the broader framework within which education initiatives for refugees in Kenya are situated.

### 5. Turkana County CIDP:

- *Definition:* Turkana County Integrated Development Plan outlines the development goals and strategies for the county.
- *Operational Context:* In this study, it signifies the importance of increased investment in Early Childhood Development Centres (ECDCs) as highlighted in the CIDP, impacting the enrollment of children in basic education.

### 6. Probabilistic Sampling Design:

- *Definition:* A sampling technique where every individual in a population has a known and equal chance of being selected for the study.
- *Operational Context:* Used in the quantitative approach of the study, particularly for determining the sample size of participants through the Slovin Formula.

#### 7. **Statistical Package for the Social Scientists (SPSS):**

- *Definition:* Software used for statistical analysis of data, providing tools for data cleaning, coding, and processing.
- *Operational Context:* In this study, SPSS is employed for analyzing quantitative data collected through questionnaires to derive descriptive and inferential statistics.

#### 8. **Inception Report:**

- *Definition:* A document that outlines the initial steps, purpose, scope, methodology, and logistics of a consultancy assignment.
- *Operational Context:* In this study, the inception report serves as a guide for understanding the terms of reference, identifying tools, and establishing common understanding among stakeholders.

#### 9. **Key Informant Interviews (KIIs):**

- *Definition:* A qualitative research method involving structured interviews with individuals who possess relevant information on the research topic.
- *Operational Context:* Applied in this study to gather insights from key stakeholders such as head teachers, pre-school teachers, parents/guardians, and education officers.

#### 10. **Focus Group Discussions (FGDs):**

- *Definition:* A qualitative research method involving group discussions to collect data on attitudes, opinions, and experiences.
- *Operational Context:* Used in this study with various target groups, including parents and guardians of pre-school children, to capture diverse perspectives on successes and challenges in refugee pre-primary school integration.

#### 11. **Pre-school:**

- *Definition:* Pre-school refers to an educational establishment or program designed for children under the typical school age, usually between 3 to 6 years old, before they enter formal schooling.
- *Operational Context:* Pre-schools are educational institutions or programs catering to young children within the Kakuma refugee camp. They serve as a foundational educational setting to prepare children for formal schooling.

## 12. **School:**

- *Definition:* A school is an institution where education is provided, typically encompassing various levels such as primary, secondary, and higher education. It involves a structured environment with teachers, students, and a curriculum.
- *Operational Context:* Schools refer to formal educational institutions offering primary and secondary education. These schools may be established within the camp to facilitate the learning needs of both refugees and host community children.

## 13. **Education:**

- *Definition:* Education is the process of acquiring knowledge, skills, values, and habits. It involves the facilitation of learning through teaching, training, research, or directed study.
- *Operational Context:* Education encompasses various forms, including pre-school, primary, and possibly secondary education. The focus is on providing refugees and host community members with the necessary knowledge and skills to enhance their personal and collective development.

## 14. **Camp-based Schools:**

- *Definition:* Camp-based schools are educational institutions situated within refugee camps. These schools are established to provide formal education to the resident population, which may include refugees and, in some cases, host communities.
- *Operational Context:* The term "camp-based schools" refers to educational facilities located within the refugee camp. These schools are likely established to ensure access to education for children living in the camp, addressing the unique challenges and needs of the refugee population.



## SECTION ONE: INTRODUCTION

### 1.1. BACKGROUND TO LUTHERAN WORLD FEDERATION

The Lutheran World Federation (LWF) is a faith-based humanitarian International Nongovernmental Organization implementing programs in emergency relief, rehabilitation, and development in 27 countries worldwide. In Kenya, LWF works through its Kenya-Somalia program with operational field Area Programs in Kakuma, Dadaab, and Kismayu. LWF has been present in Kenya (mainly in Kakuma Refugee camp) since 1992 and in Dadaab since 2009. It works in the three thematic areas of Quality services; pre-primary, primary education and Junior Secondary School and, Reception Center Management, Protection and Social cohesion; Youth protection, Child Safeguarding, Social Cohesion, and Livelihoods. Kakuma Refugee Camp hosts 73,440 (39,667M, 33,773 F) children between 4 and 17 years old. About 7,913(4,086M, 3,827f) are enrolled in Kakuma's pre-schools. This is an average of 51% of boys and 48% of girls. Since 38% of enrolled students are not enrolled in a class corresponding to their age, the project considers learners up to 17 years old instead of 13. While on par with global trends for refugee enrolment, this is below UNHCR's target of at least 80% enrollment.

In Kenya, LWF is an implementing partner for UNHCR particularly in the supporting the provision of basic education for children from refugee and asylum communities in Kakuma and Dadaab Refugee Camps. Under Education, LWF implements pre-primary, primary and junior Secondary education in Kakuma and Dadaab refugee camps with the overall goal to provide access to inclusive quality education for refugee children in a friendly, age-appropriate-protective environment.

### 1.2. THE NEED FOR PRESCHOOL EDUCATION FOR REFUGEES

Over half of the refugee populations in Kenya are children of ages 4-18 years. They need education as a protection tool and to prepare them for durable solutions. Most children who are refugees or asylum seekers are enrolled in pre-primary, primary and secondary schools and tertiary institutions in Dadaab, Kakuma and Kalobeyei settlements. While refugees and asylum-seekers follow the Kenyan national curriculum and sit for national examinations, UNHCR and the international community have managed and financed camp-based learning institutions for almost three decades.

With the existence of the Shirika Plan, Kenya's Comprehensive Refugee Response Framework (CRRF), and Kenya Refugees Act 2021, the study by LWF understands the need for national and county education integration. UNHCR opines that, although the Government of Kenya has made a considerable contribution to the education of refugees and asylum-seekers over the past thirty years, the governance and management of learning institutions by the international community has led to a parallel system of service delivery that is less sustainable and does not adequately respond to the needs of refugees, asylum seekers and their host communities.

***The Basic Education Act of 2013*** is mandated to ensure all children in Kenya access free and compulsory primary education. The act calls for treating all children, with and without disabilities

equally. The principles of basic education act include access to free compulsory basic education, equitable access to education; quality and relevant education to the children. The act also promotes national value and child protection. In relation to the refugee setting, the children in the camp have the right to access free and compulsory education if they are between the ages 3 to 18 years as per the Basic Education Act of 2013. Secondly, the act calls for standardized curriculum for all schools in Kenya. The refugee children in Kakuma have the right to access education in uniform curriculum to promote same quality of education irrespective of the location, age, ethnicity or nationality of the child. The other principle of Basic Education Act of 2013 calls for quality assurance and assessment, hence the schools in refugee set up equally need regular evaluation and quality controls to ensure education provided is up to the set standards.<sup>1</sup> Another principle of the act is to promote inclusivity, where it (the Act) recognizes the diverse need of learners, and provisions of children with disabilities. In promoting inclusivity, the act ensures no child is left behind including the refugee children. In addition, the act also calls for teacher development. The act recognizes the need for qualified and well-trained teachers, including training and professional growth. Community and parental participation are equally critical in fostering a sense of ownership and accountability.<sup>2</sup>

***The Early Childhood Education Act No. 3 of 2021*** of Republic of Kenya provides a framework for establishment of systems of administering early childhood education within the counties. The act is mandated to establish a comprehensive early childhood development and education systems by the county governments. The act also calls for the establishment of the infrastructure necessary to support provision of quality education within the counties.<sup>3</sup> The act also promotes quality early education and provides a framework for enhancing quality and efficiency of early childhood education in the counties. The framework calls for developing culturally and linguistically appropriate early childhood care and education systems. The framework also calls for national government and the county governments, private organizations and the other relevant stakeholders. One of the guiding principles of the act is the right to free and compulsory basic education enshrined under Article 53 of the Kenyan 2010 Constitution. In this context, the refugee children have the right to access to free and compulsory childhood education. Further, the act says that children have the right to early childhood education without discrimination, exclusion or even restriction based on ethnicity origin, birth, tribe, religion, sex, race, color, or disability status.

***The National Education Sector Support Plan (2018-2022) calls for quality and inclusive education, training and research for sustainable development.*** The mission of the sector plan is to promote, provide and coordinate competence-based equitable learner centered education, training and research for sustainable development. Similarly, the sector plan sought to support three themes,

---

<sup>1</sup> <https://tscnewstoday.co.ke/understanding-the-new-basic-education-act-2013/>

<sup>2</sup> SAFLII. Retrieved from:

<https://www.saflii.org/za/journals/ADRY/2014/2.html#:~:text=The%20purpose%20of%20the%20Act%20is%20to%20ensure%20that%20all,of%20some%20children%20for%20accommodations.>

<sup>3</sup> Early Childhood Education Act 3 of 2021. Retrieved from:

<http://kenyalaw.org:8181/exist/rest//db/kenyalaw/Kenya/Legislation/English/Acts%20and%20Regulations/E/Early%20Childhood%20Education%20Act%20-%20No.%203%20of%202021/docs/EarlyChildhoodEducationAct3of2021.pdf>

including access and equity, quality and relevance of education; and sustainable governance and accountability in education.<sup>4</sup>

Kakuma and the surrounding areas host a mix of nationalities and over half of the population is under eighteen. They are well served by the 26 primary and secondary schools in and around the camp. Such is its reputation for education, that children will walk for days from South Sudan to Kakuma to attend school. In November last year, three quarters of the 3,000 children in the reception centres had travelled to Kakuma to enroll in school<sup>5</sup>. Further, the need for pre-schools can be noted in the Turkana County CIDP<sup>6</sup> which identifies increased investment in Early Childhood Development Centre (ECDs) has raised the number of children enrolling for basic education in Turkana by over 60 000 children in the past five (5) years. Current enrollment for Early Childhood Development and Education (ECDE) for children between 4-6 years category is 155,300 (79,067 boys and 76,236 girls) including the refugee population.

### 1.3. PURPOSE AND OBJECTIVES

The primary objective of this survey was to assess a research study on pre-school education for refugees in Turkana County. How can integration into the national and county education sector plan impact on the children's education? This will provide national policy planners, donors and other stakeholders with more reliable evidence for the design of interventions aimed at improving the support to education and informing interventions which will lead to more effectively increased enrolment.

The specific objectives of the consultancy are:

1. *Assess Achievements and Best Practices: Evaluate the achievements and best practices in pre-school education for refugees, aligning with international instruments on education.*
2. *Identify Government Support Areas: Determine the areas where the government can provide support for pre-school education among refugees.*
3. *Integrate Pre-Primary Education: Outline strategies for integrating pre-primary education for refugees into the national and county level education sector plans.*
4. *Enhance Quality through Integration: Document how the integration of pre-primary education for refugees into the national and county level education sector plans can enhance its quality and impact, drawing from lessons learned challenges, and best practices.*
5. *To develop a policy brief from the key findings identified jointly with the LWF Project staff for advocacy purposes.*

---

<sup>4</sup> <https://www.globalpartnership.org/content/kenya-national-education-sector-strategic-plan-2018-2022>

<sup>5</sup> <https://reliefweb.int/report/kenya/quality-vs-quantity-challenge-providing-quality-education-refugees-kenya>

<sup>6</sup> County Government Of Turkana Third County Integrated Development Plan 2023-2027

## SECTION TWO: METHODOLOGY

### 2.1. INTRODUCTION

This assignment used both quantitative and qualitative methods. The mixed approach design enabled data to be abstracted from programme documents, government reports, surveys, focus group discussions (FGDs) and in-depth key informant interviews (KIIs) with relevant stakeholders to address the assessment/analysis objectives.

### 2.2. SAMPLING DESIGN

The assignment used both probabilistic and use non-probabilistic sampling designs for the identification of the survey respondents/participants.

**Non-probabilistic sampling design** was used to select participants including LWF Staff, beneficiaries, refugees (both children in schools and their guardians), local administrators like sub-county director of education, sub-county administrator, village administrators and chiefs or sub-chiefs) to give their views on successes and challenges on refugee pre-primary school integration into county & national education policies.

**Probabilistic sampling design** was used solely for the quantitative approach, where the respondents filled in the questionnaires. In this case, the respondents included the intended beneficiaries, who are pre-primary children and their guardians. The calculation to find out the sample size for this study assumed a confidence level of 95%. Based on the formula for infinite but estimated population of the areas, the Slovin Formula was used. From the introduction, there are about 7,913 (4,086M, 3,827F) children who are enrolled in Kakuma's pre-schools. The over 7,000 children represent a similar number of parents/guardians. Based on the children's figure of above 7,000, the following sample size is reached;  $n = 7000 / (1 + 7,000 * 0.05^2)$  a total of 398 participants were identified and targeted.

### 2.3. DATA COLLECTION

The following phases were included in the execution of the perception survey; the first phase included having inception meetings and inception report. The second phase entailed data collection (doing primary and secondary data collection, questionnaires, KIIs and FGDs, and data analysis) and third phase of reporting (preparing final reports). The following are the phases;

#### Phase One: Inception

This phase covered the inception meeting with LWF, inception reporting, and preparation of the tools for survey. The inception meeting facilitated the establishment of a common understanding of the terms of reference. The inception meeting was also used to agree on the types of tools, identification of respondents, timelines, and logistics support for fieldwork. The meeting informed the initial step towards beginning of the assignment. After the meeting it followed the development inception report described in depth the consultancy purpose, scope, research questions,

methodology, data collection tools, logistics, resources, work plan and the timelines.

### **Phase Two: Desk Review**

This activity involved conducting literature review of already available information already available information on pre-primary school education integration among the refugee camps, successes, challenges and support areas, in general from LWF documents/reports, and other authoritative documents on the topic. The review of these documents allowed the collection of secondary information. Reviewing the Lutheran World Federation programs and activities was aimed to inform any gap to facilitate capturing required information for the assessment and future projects.

### **Phase Three: Primary Data Collection**

This phase shall include collection of information, both quantitative and qualitative. This will include going to the field (pre-primary schools in Kakuma Refugee Camp), administering questionnaires to the selected participants, doing in-depth interviews with the stakeholders in the education and among stakeholders working with LWF. The primary data collection involved recruitment and training of research assistants and coordinators for two days. The process followed pre-testing and piloting of data collection tools. Based on the outcome of the pre-test, the tools were reviewed and improved in readiness for the actual data collection exercise.

The following approaches were used for primary data collection;

- a) Questionnaires for pre-school children's guardians in all LWF managed pre-primary schools in Kakuma Refugee Camps. This formed the basis of the main rapid data collection process, complemented by other qualitative data processes.
- b) Key Informant Interviews (KIIs) was administered to head teachers, pre- schoolteachers, parents/guardians, education officers at county and national levels, policy analysts, program officers, Local authorities (chiefs and village administrators), parents/guardians of children in pre- schools, community key persons, staff at the Lutheran World Federation.
- c) Focus Group Discussions (FGDs) were also held with different target groups made up of parents and guardians of pre-school children.

### **Phase Four: Data analysis**

**Quantitative methods:** Quantitative information from questionnaires was analyzed using quantitative approaches. Raw data was cleaned, coded and serialized. Raw data was entered into SPSS (Statistical package for social sciences) for processing. The analysis using SPSS generated both descriptive data (frequencies, percentages, standard deviations and means) and inferential data, including correlations (Pearson chi-square) and regression analysis. The consultant ensured statistical analysis helped to answer the research questions and establish any statistically significant correlations. Presentation of data is in tables, graphs, and pie charts.

**Qualitative methods:** The analysis data was cleaned to ensure quality before being exported to

Statistical Package for the Social Scientists (SPSS) for further analysis. The analysis generated frequencies, percentages, and cross-tabulations. The analysis also considered the variables that would give answers to the assessment objectives. For qualitative data, all recordings were transcribed to form texts and typed into MS Excel and further into and further into NVIVO for further analysis. Processing of data entailed review of transcripts to delineate aspects directly relevant to the study objectives. Analysis also involved review of data for each specific objective to extract key quotations, insights, explanations, and interpretations, and using the extracted responses to draw inferences, make arguments and draw conclusions. Results of the data analysis were used to develop the final report as detailed in the TOR and as was agreed during inception meeting.

---

## Phase Five: Reporting

The information generated from the primary data collected through questionnaires, FGDs and Key Informant interviews was used to develop the analysis Report. The report has preliminary pages (table of contents, figures, abbreviations, and executive summary), Introduction, methodology, analysis findings, conclusions, recommendations, and appendices.

**Data security and Assurance:** Data protection measures are typically stipulated by an in-house Standard Operating Procedure (SOP) emphasizing the client's confidentiality measures and locational and time verification of data through collection of GPS coordinates and timestamps for all data entries. The team also had a robust data management strategy that ensures effective and efficient field data collection, processing, storage and retrieval of information.

### Ethical and Safeguarding Principles

The study team adhered to the following ethical considerations, social inclusion and gender considerations by observing the following:

1. Participation by study respondents was voluntary and based on informed consent. It entailed elaborating information about the study and its use to the respondents and informing them how they benefit from the information collected directly or indirectly.
2. Respondents were also assured of confidentiality of all data collected from them and that the data will exclusively be used for study purposes. This was clearly stated in the introductory section of all tools and was read to the respondents. Also, FGD sessions did not capture participants' names or video recording was done to enhance confidentiality.
3. The interactions between the field team and the respondents were based on mutual respect and trust.
4. Further safeguards were applied during data processing and reporting which entailed not making or implying precise references to study participants or statements made by respondents to ensure respondents' anonymity.

5. The "do no harm" principle was strictly adhered to throughout this end line evaluation. All actions and activities were carried out with the utmost sensitivity and respect for the diverse beliefs, customs, and values of all stakeholders and participants involved. In line with the principles outlined in the United Nations Universal Declaration of Human Rights, the study team was fully committed to addressing any instances of discrimination and promoting gender equality.
6. The study team upheld and incorporated LWF Policies on Data Protection, Code of Conduct, Prevention of Sexual Exploitation and Abuse, Safeguarding of Children and Global Confidentiality throughout the study.

## SECTION THREE: FINDINGS

### 3.1. DEMOGRAPHIC CHARACTERISTIC OF RESPONDENTS

**Location:** The participants for the study were drawn from the four locations in Kakuma and were desegregated as refugees, host community and asylum seekers as indicated in the table below. A high number were drawn from Kakuma I at 49.6% followed by Kakuma 3 at 23.5%. The least number of participants were drawn from Kakuma 2 at 8.5%

	Refugees	Host community	Asylum seekers	Total
Kakuma I	47.3%	78.8%	33.3%	49.6%
Kakuma 2	9.3%	0.0%	0.0%	8.5%
Kakuma 3	24.7%	6.1%	66.7%	23.5%
Kakuma 4	18.8%	15.2%	0.0%	18.4%
Total	100.0%	100.0%	100.0%	100.0%

Table 1: Location of the respondents

**Gender:** The study reached more women at 63.3% than men at 36.7%. Women were more in all groups interviewed during the study including more women in refugees' category at 62.0%, 78.8% among the host community, and 66.7% of women among slum seekers.

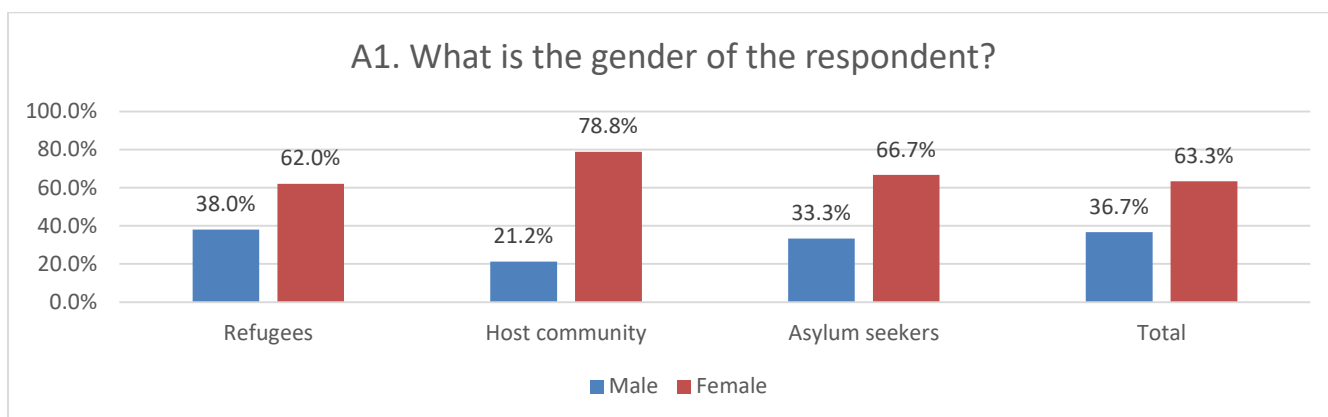


Figure 1: Age of Respondents

**Age:** On the age category, most of the respondents were between 31 to 34 years at 34.1%; followed by those between 25-30 years at 33.4% those between 35-40 years 15.8%, while participants between the ages of 18-24 years were 11.1%. The rest 5.6% represented participants above the age of 40 years.

**Education:** In terms of education, Majority of the respondents had no form of education (38.8%), those who had complemented primary (28.9%), secondary (28.5%). The minority (3.8%) had completed tertiary education.

**Number of children:** Further the study noted that most household had mote that 4 to 6 children (46.4%); 1 to 3 children (36.5%); 6 to 10 children (15.3%); and households with children above 10 stood at 1.9%. The finding also established that most children are attending pre-school at 52.7%, refugees (53.2%), host community (48.55%) and asylum seekers (33.3%).



**Form of education:** It was noted that most of the respondents prefer the national education (95.5%). Madrassa stood at 4.0% while Duksis at 0.2%. At least 0.2% of the respondents preferred none of the forms of education.

	Refugees	Host community	Asylum seekers	Total
National education	95.4%	100.0%	66.7%	95.5%
Madrassa	4.4%	0.0%	0.0%	4.0%
Duksis	0.0%	0.0%	33.3%	0.2%
None	0.3%	0.0%	0.0%	0.3%
Total	100.0%	100.0%	100.0%	100.0%

Table 2: Preferred for of education

National education was preferred due to access to free education and quality of education providing assurance to parents and students alike. Further it was noted that children are thriving in their learning experiences, gaining valuable knowledge. The respondents also noted that the recognition and support by the government further solidify its status as the best education system.

*The educational system assists children in acquiring knowledge, supplying learning materials, and fostering employment opportunities. The emphasis on a non-religious approach makes it the best system for education.*  
 KII Respondent

**3.2. ACCESS TO LIVELIHOOD OPPORTUNITIES**

**Source of income:** On access to livelihood opportunities, it was noted that only 27.8% of the respondents had a source of income while 72.2% had no source of income. Of those earning income 36.4% participate in formal employment; 29.7% work as casual laborer; 27.1% participate in business and entrepreneurship opportunities.

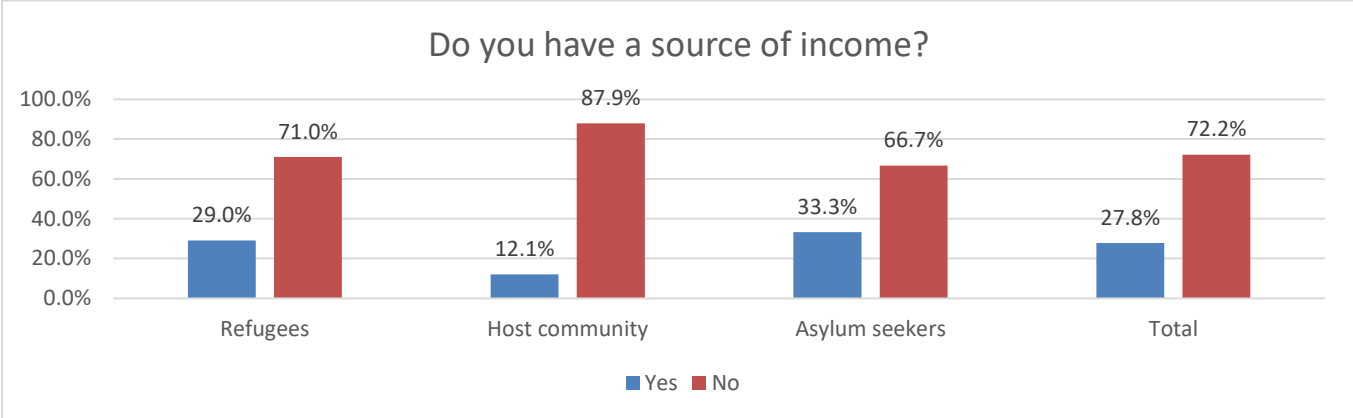


Figure 2: Source of Income

Those without source of income generate their source of livelihood from friends and family, donation and other sources as indicated in the figure below:

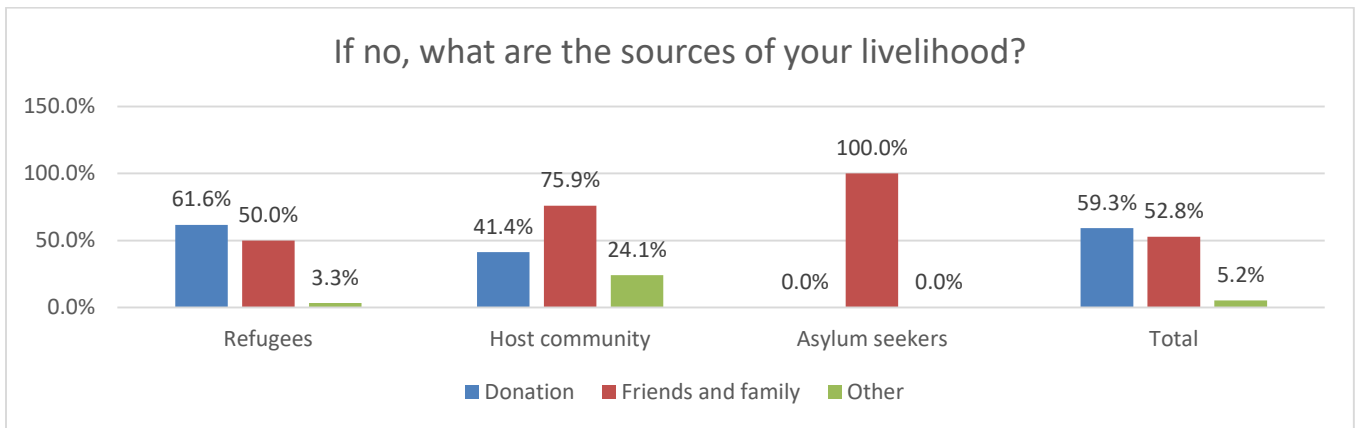


Figure 3: Other sources of livelihood

The study also noted that most of the respondents earn below Ksh.2000 represented by 62.8% and those earning between Ksh.2001-5000 stood at 22.1%. Further the study established that 50.6% of the respondents use their income to support their children's education, while 49.4% do not support their children's education.

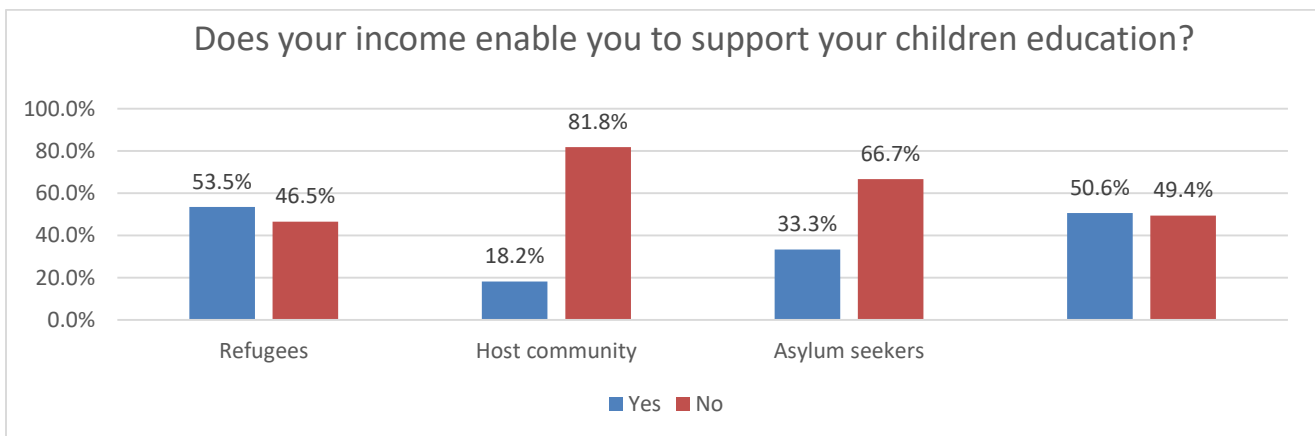


Figure 4: Respondents income support for their children education

Those who do not support their children's education depend on access to free education at camp schools while are supported by other family members to educate their children.

**Effect of integration on livelihood:** The study also established that 91.8% of the respondents had not been affected due to integration of education into the Kenyan education system, with only 8.2% on the contrary. Those who felt their livelihood will be affected noted that government education is expensive; buying of learning materials are expensive; some of the assignment and homework require resources and the community cannot afford.

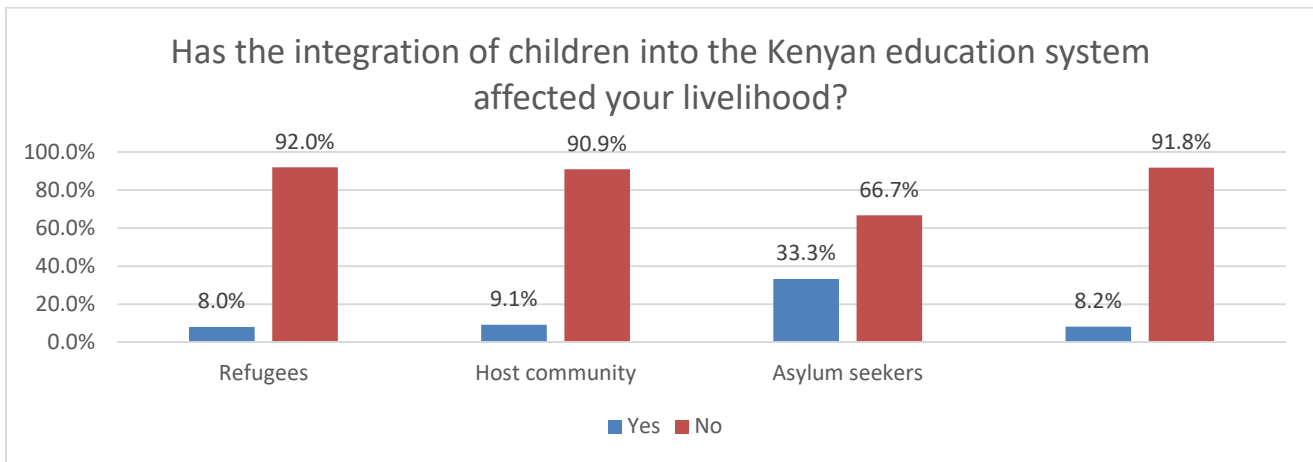


Figure 5: Effect of integration to livelihoods

### 3.3. ACCESS TO QUALITY EDUCATION

The Kenya Refugees Act was signed into law in November 2021 and went into effect in December of the same year. Kenya is among countries in Africa that host the highest number of refugees and asylum seekers. The new Law gives hope to the over 500,000 refugees around the country that they can access education, livelihoods, and integration opportunities<sup>7</sup>. The Law has additionally provided opportunities of transitioning refugee camps into settlements paving way for pre-school integration.

**Accessing pre-schools:** When asked on access to pre-school education, 61.9% of the respondents noted that their children have difficulty in accessing pre-school education, with only 38.1% on the contrary.

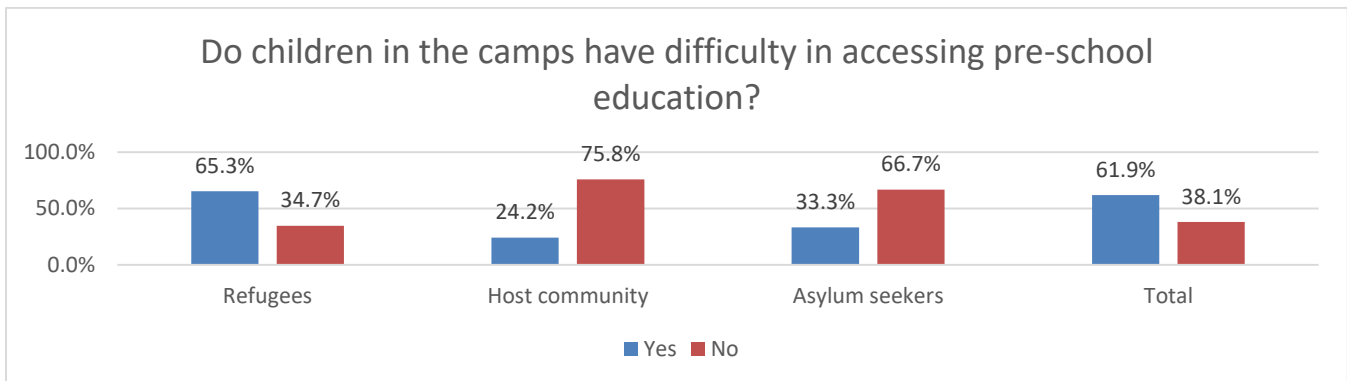


Figure 6: Access to pre-school education

The challenges faced by the children included: Lack of enough pre-schools (63.1%); inadequate funds to support the child (40.3%); inadequate knowledge of parents on pre-schools (29.3%); community norms and cultural factors (11.4%) and staffing/ deployment of teachers (27.4%).

<sup>7</sup> Kenya Refugees Act, 2021

**Quality of education in pre-schools:** most of the respondents rated the quality of education at 47.3% Excellent, good at 40.9% average at 8.0% and only 3.8% for poor education.

	Refugees	Host community	Asylum seekers	Total
<b>Excellent</b>	46.3%	60.6%	33.3%	47.3%
<b>Good</b>	41.6%	36.4%	0.0%	40.9%
<b>Average</b>	8.5%	3.0%	0.0%	8.0%
<b>Poor</b>	3.6%	0.0%	66.7%	3.8%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%

Table 3: Quality of education in pre-schools

The quality of education was attribute to assurance of quality education particularly in pre-schools, where children receive the best education; the presence of institutions and learning materials; Children are gaining knowledge and skills, improving their learning activities through free education; qualified teachers with high degree of knowledge; government's commitment to offering education to every child contributes to a system that provides quality and accessible education. The system also promotes inclusivity, gender equality, and employs qualified teachers who passionately teach children, ensuring they are well-cared for in schools.

**Quality of pre-school teachers:** The study also established that most of the respondents (80.7%) felt that pre-schools within the camp had qualified teachers with 19.3% on the contrary.

The provision of quality service by teachers was credited to the support from LWF through donor funding. Children, upon recognizing their talents, were guided towards future career paths. Additionally, a notable increase in homework was observed, reflecting heightened engagement and learning within the school. The enhanced proficiency in English was evident in the improved communication skills of the children, and this was also ascribed to the quality of teachers in the pre-schools. Other factors contributing to the presence of quality teachers included the cultivation of good morals among students. The progress exhibited by children in terms of improved learning outcomes and increased involvement in activities was indicative of the positive impact of dedicated teachers. Furthermore, parental engagement in monitoring school progress revealed positive changes in both children and teachers, underscoring the commitment and transformative influence of teachers on the abilities of the children.

On the negative (19.3%), it was noted that teachers are not equipped with the necessary skills to effectively educate children; not all teachers have attended teacher training collages, leading to a disparity in teaching qualifications; some teachers' lack formal training in teacher education, affecting their ability to deliver quality instruction; the teaching style varies among teachers, resulting in some not being adept at conveying information to students; and some teachers with only a high school education (form 4 leaves) may lack the essential qualifications to effectively teach; and certain students struggle to learn due to extended periods required to grasp essential skills, such as reading. The overcrowded classrooms make it challenging for teachers to effectively convey information to all students.

“Within the camps there is congestion while in the other host community schools there is no congestion. Some of the teachers in the camp are not well equipped to teach and handle children in early childhood and need to go for training. Due to age restrictions some are forced to go to primary without competency on pre-school education” FGD with Parents from ELIYES School.

**Government support:** The study participants (pre-school children’s guardians and teachers noted that the government (national and county) support pre-school education in the following areas:

	Refugees	Host community	Asylum seekers	Total
Provision of pre-school institutions	47.3%	93.9%	0.0%	50.6%
Provision of bursary for school-going children	5.4%	9.1%	0.0%	5.6%
Provision of learning materials	38.3%	93.9%	66.7%	42.8%
Provision of free education	66.8%	69.7%	33.3%	66.8%
Other	2.3%	0.0%	0.0%	2.1%

Table 4: Government (national and county) support to pre-school education

**Other organizations:** Other organizations / institutions supporting pre-school education in the area include:

1. DRC	8. NRC
2. Giz	9. WFP
3. Peace Winds	10. Windle Trust Kenya
4. UNICEF	11. World Vision
5. FCA	12. Waldorf
6. LWF	13. WHO (World Health Organization)
7. HI JRS	14. IRC

The following support is provided by the organizations identified:

	Refugees	Host community	Asylum seekers	Total
Provision of pre-school institutions	40.6%	75.8%	33.3%	43.3%
Provision of bursary	4.1%	3.0%	66.7%	4.5%
Provision of learning materials	64.8%	90.9%	66.7%	66.8%
Provision of free education	52.7%	63.6%	33.3%	53.4%
Other	11.6%	6.1%	0.0%	11.1%

Table 5: Other organization support to pre-school education

**Access and quality of education:** The study noted that the integration of preschool education will increase access and improved quality of education with 89.9% of the respondents on the affirmative.

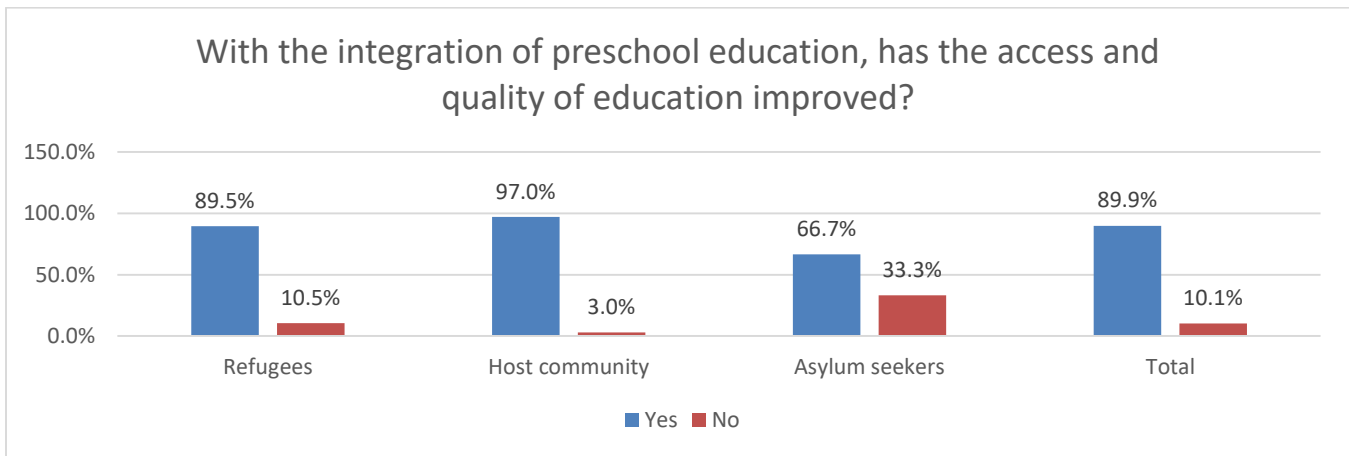


Figure 7: Increased access and improved quality as a result of integration

The reasons identified include: ensuring equal access to education for all children in school; facilitating the availability of quality education for every child; providing opportunities for free and meaningful social skills interaction; offering free education along with access to necessary learning materials; raising awareness among parents about the importance of education; ensuring the presence of teachers in sufficient numbers; and encouraging hands-on learning experiences through practical experiments.

10.1% of the respondents on the negative felt that children lack foundational knowledge especially due to previous learning methods; distance to school; and inadequate classrooms.

**Perception of integration:** On perception of community on whether integration into national and county education sector plans has increased or will increase access to quality education for children in the camp? Most of the respondent strongly agreed at 71.7%; with host community being highest at 87.9%, refugees at 70.2% and asylum seekers at 66.7%.

	Refugees	Host community	Asylum seekers	Total
Strongly agree	70.2%	87.9%	66.7%	71.5%
Strongly disagree	1.8%	0.0%	0.0%	1.6%
Average	15.4%	3.0%	0.0%	14.4%
Agree	12.6%	9.1%	0.0%	12.2%
Disagree	0.0%	0.0%	33.3%	0.2%
Total	100.0%	100.0%	100.0%	100.0%

Table 6: Perception on whether integration has increased access and quality of pre-school education

### 3.4. PROTECTION AND SOCIAL COHESION

**Cultural norms:** The study looked at issues affecting protection and social cohesion within the community. It was established that there are few cultural norms and factors that affect children from attending school. During the survey, total of only 7.1% indicated cultural factors affect children from attending schools. 92.9% felt the cultural norms do not affect the children.

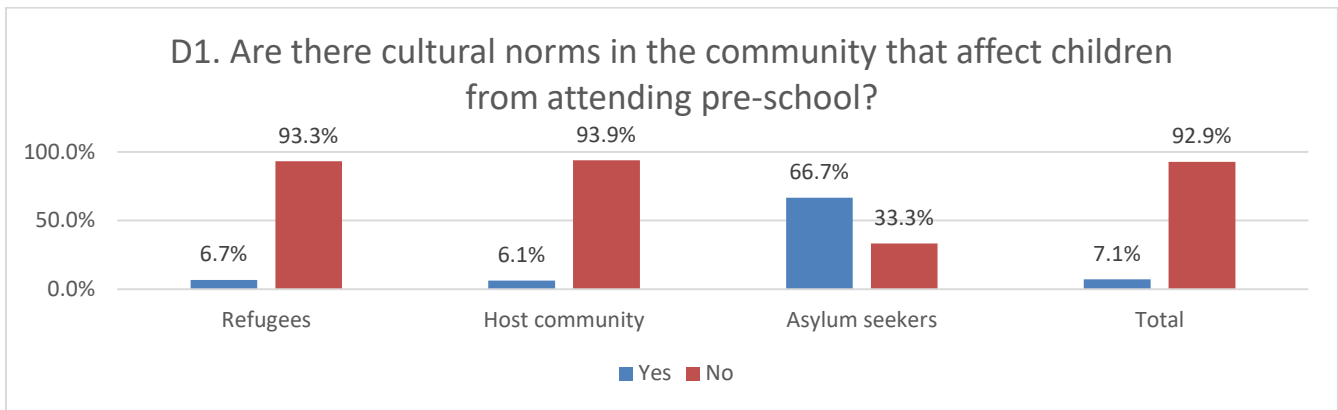


Figure 8: Is cultural norms affecting attendance pre-school

During FGDs, the participants identified the following cultural norms as affecting school attendance in schools:

1. Age Bracket: Some communities believe that children should not attend school at an early age.
2. Children without Uniforms: Particularly for girls without uniforms, there is a cultural expectation that they should not go to school.
3. Circumcision: Cultural practices such as circumcision influence educational decisions.
4. Madrassa Classes: Certain communities prioritize madrassa classes before formal schooling, leading to delays in preschool enrollment.
5. Conventions and Values: Cultural norms, values, religious beliefs, and social expectations play a significant role in determining educational choices.
6. Division of Children: Economic and wealth considerations sometimes result in the division of children, affecting their educational paths.
7. Early Marriage and Gender-Based Violence: Cultural issues such as early marriages and gender-based violence can hinder educational pursuits.
8. Education Devaluation: In certain contexts, there is a perception that education is not important.
9. Religious Influence: Some religions prefer children to undergo religious education before formal schooling

*“Some refugees feel that a child in the preschool age ought to play and not go to school. Some cultures believe in the girl child not for schooling but or getting married off do no need to be educated so no need to start schooling all together. While parents in some areas in the camps not being sensitized enough so they believe that being refugees do not attend national schools.” (FGD with parents)*

In mitigating these cultural norms, the community have adopted several measures including striking a balance between pre-school education and religious upbringing; encourage parents to strike a balance between their children's education and religious upbringing for instance children attending school during the day and madrassa after school. Further, organizations and community leaders are encouraging the

importance of equality among children by allowing them to attend all-round education and advocating for integration in education and the need for girl education.

**Factors preventing children from accessing and attending pre-school.** The participants identified the following factors preventing children from attending pre-school: Parental negligence and absence; age and lack of learning materials; lack of food and basic needs; gender inequality; distance to school and insecurity; and limited availability of schools in some areas and family circumstances.

**Safety of pre-schools' environment for children:** 81.6% of the respondents indicated the pre-schools' environment was safe for children, while 18.4% felt the schools were unsafe. Asylum seekers had the highest number of respondents who felt the environment was unsafe with 33.3%, followed by refugees at 19.8%.

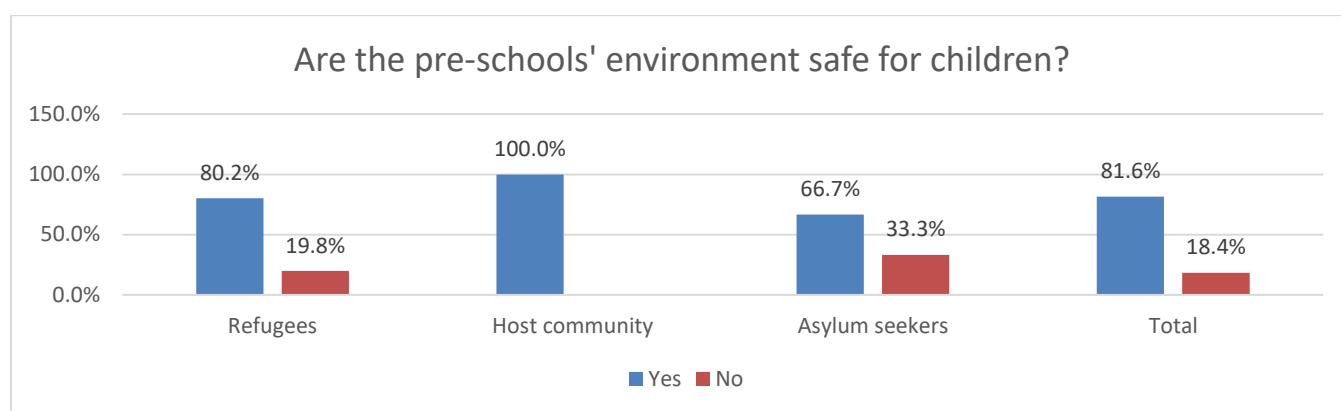


Figure 9: Safety of pre-school environment

The study also noted that security around the schools was available including security officers within the schools' premises. The schools also provide a clean environment and access to water. Pre-school children are taken care of by both their peers and teachers.

On the other hand, the presence of numerous grassy areas within the compound poses a risk, as these areas harbor mosquitoes that can potentially transmit malaria to children upon biting them. Some schools were too far from homes, leading to insecurity concerns. Conflicts among children are prevalent. Another concern was the inadequate space for recreational activities.

*“Sometimes the food in the pre-school is only githeri and the children come home hungry because of not feeding well. When rain comes absenteeism by children due to the state of camp roads. There are also fears rape and attacks on the children and women since the fathers tell mothers to escort the children to school. “ Interview with parent Preschool Turkwel,KI,B4*



**Pre-school support on child’s physical and emotional wellbeing:** 90.1% of the respondents indicated that pre-schools in the area support your child’s physical and emotional wellbeing, only 9.9% though otherwise.

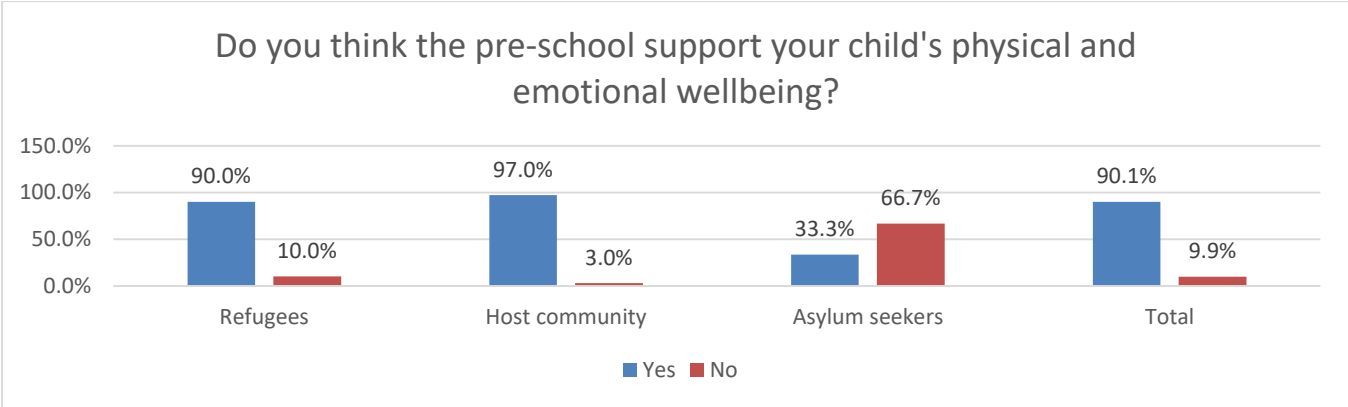


Figure 10: Perception on pre-school support on child's physical and emotional wellbeing

The following factors were identified as why the pre-schools support children physical and emotional wellbeing:

**#Development of Talents and engagement extracurricular Activities:** the study noted that the respondents appreciated engaging in extracurricular activities, fostering a well-rounded development. Extracurricular activities contribute to children's overall development, making learning more enjoyable. This has exposed their talents and hope they can be developed and flourish.

A notable aspect emerged regarding the perceived inadequacy in the support provided by pre-schools for the physical and emotional well-being of children. Despite an overall positive perception of pre-school education, some respondents expressed concerns. Some key factors identified by respondents include issues related to facilities, teacher-student interactions, and perhaps a lack of specialized attention to individual needs due to large class enrollments.

*“My child's talents have flourished since attending school. School has been instrumental in nurturing and developing my child's talents. Interview with parents.”*

**#Emotional and Social Development:** The respondents further noted that Pre-school plays are crucial role in emotional and social development are critical elements in learning essential interpersonal skills, contributing to their emotional and social growth. Currently, the respondents noted that children who go through pre-school have positive behavior change self-control and thinking abilities.

**# Academic Focus and skills development:** The community members partly believe that a structured environment of the pre-school promotes better focus on academic tasks at future stage, where children can exhibit improved focus on their studies, through creating an enabling learning environment.

The parents interviewed identified the following as critical facilities and services found in schools:

Critical facilities and services	Refugees	Host community	Asylum seekers	Total
Playing ground and facilities for preschool children	88.7%	100.0%	66.7%	89.4%
Counselling of parents and children	22.9%	36.4%	66.7%	24.2%
Parents day with teachers	25.7%	27.3%	66.7%	26.1%
Pre-school extra-curriculum activities	34.2%	84.8%	33.3%	38.1%
Emergency medical services	17.7%	9.1%	33.3%	17.2%

Figure 11: Facilities and services in pre-schools

**Risk factors:** 71.5% of the respondents interviewed noted that there are no risks that pre-school children face within the camp, as opposed to 28.5% who thought children are likely to face risks in pre-schools within the camp.

Some of the risks identified include; accidents on the road; insecurity during school travels; Instances of child abuse; child labor; child trafficking and its prevalence; community conflicts and fights involving children and cultural conflicts; hazards related to distance and stagnant water. This suggested that there was need to improve security and protection of school-going children in the camps.

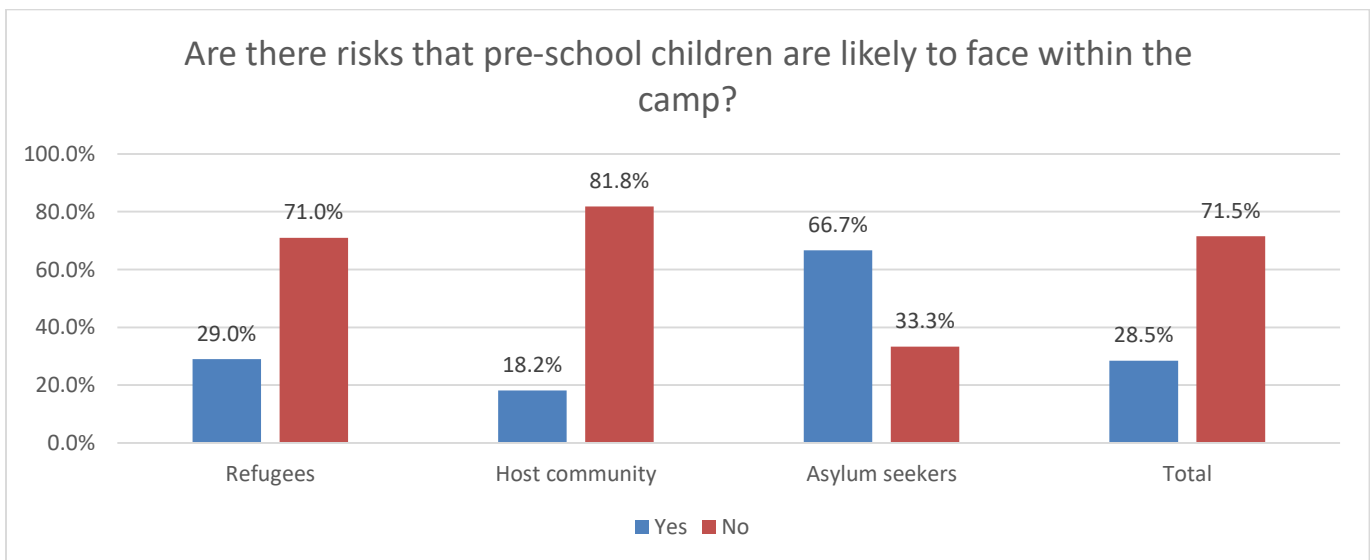


Figure 12: risks that Pre-school children face within the camp

The following measures were suggested by the respondents to prevent risks facing preschool children within the camps: Constructing of additional healthcare facilities within the camp; raising awareness about safety measures; ensuring provision of security during both day and night hours within the camp; introduce school vans or buses for transportation of pre-school children; empowering and training the communities on child protection; advocating for peace and unity within the camp; and raising awareness about the negative impacts of child abuse.

### 3.5. INTEGRATION OF PRE-SCHOOLS INTO THE GOVERNMENT EDUCATION SECTOR PLAN

**Perception of community members on integration:** The study also sought to understand the perception of community members on the integration of pre-schools into the national and county governments' education system. It was noted that the community members were comfortable with the integration. About 65.4% and 27.4% of the respondents were highly comfortable, and averagely comfortable, totaling to 92.8%. Only 5.7% were not comfortable with the integration process.

	Refugees	Host community	Asylum seekers	Total
Highly comfortable	64.8%	71.0%	66.7%	65.4%
Not comfortable	4.7%	16.1%	0.0%	5.7%
Averagely comfortable	29.2%	12.9%	0.0%	27.4%
Do not know	1.3%	0.0%	33.3%	1.5%
Total	100.0%	100.0%	100.0%	100.0%

Table 7: Perception of community on integration of pre-school into the national and county education sector

Those who are comfortable noted that the integration was important as it can influence refugee resettlement positively through encouraging school attendance by providing free education to prevent children from staying out of the community. Another category of respondents perceives integration as a basis for ensuring access to schools for all children, high standard education empowering them with both knowledge and scholarships for national schools.

**Various aspects of education system that could change due to pre-school integration:** Discussion with the respondents identified various aspects of education system that could change or are likely to change due to integration of the national and county government education system. On integrating the same at pre-school level, the respondent noted that access to free education shall be expanded while learning activities shall have been diversified due to the integration. Further, education was separated by culture, but children from different cultures will have the chance to attend school together, eliminating past discrimination.

**Protection and safeguards of children in pre-schools:** The study also sought to find the perception of community members on whether integration into national and county education sectors would increase protection and safeguards of children in pre-schools. High percentage of the respondent strongly agreed with 73.4% and 11.8% strongly agree and agreeing respectively. Only 2.4% were in disagreement.

	Refugees	Host community	Asylum seekers	Total
Strongly agree	72.0%	90.9%	66.7%	73.4%
Strongly disagree	1.8%	0.0%	33.3%	1.9%
Average	13.6%	0.0%	0.0%	12.5%
Agree	12.1%	9.1%	0.0%	11.8%
Disagree	0.5%	0.0%	0.0%	0.5%
Total	100.0%	100.0%	100.0%	100.0%

Table 8: Perception on integration increasing security and safeguards of pre-school children

**Benefits and opportunities of integration:** On benefits to be received due to the integration, community members noted that they expect their children to receive free quality education providing children with all learning material needed. They also noted that they expect the pre-school to be accessible, and equitable with qualified teachers.

*On advantages likely to be felt by the refugees with the integration of refugees into the national and county education sector plans: It will bring order and quality in the refugee schools in the camp; Teachers from host community will be posted to the refugee community minimizing hostility and conflicts; Government sponsorship through funding which will enhance quality and standards, note that the government to do partial sponsorship to avoid the withdrawal of UNHCR funding and agency support to the refugee camp based schools. (FGD with parents' respondents)*

Kills with partners/ other organizations indicated that they will effectively engage in advocating for the integration of preschool into the national and county educational systems and programmes. They felt the need for a policy change towards making pre-schools easily accessible; promoting accessible resources for their education and implementing an advanced learning system.

### 3.6. CHALLENGES

Existing opportunities for pre-school children's education are lacking although most refugees in Kakuma Refugee Camp have attended school at least once in their lifetime. This is mostly attributed to a high portion of parents who noted that admission to pre-schools is currently restricted to children aged 4 to 8 years, yet most of the children are past the age. (*Nationally the level admits children between 4-6 years*).

The concept of integration still poses a challenge to most parents and children, especially due to the new concept and ideologies it brings. Evaluation methodologies of children's performance, learning materials, homework, and extracurricular needs still pose challenges for parents/guardians to adjust and adopt.

The learning centres are not evenly distributed throughout the camp, with some zones lacking platforms for pre-schools. The learning centres are essential in providing a platform for the establishment of pre-school centers and social foundations for children before entering primary school. Lack of these facilities hinder children's attendance and the willingness of the parents/guardians to enroll children in school.

Security and protection provide a key challenge pre-school attendance, this is attributed to issues arising from child trafficking and other insecurities, prompting parents to escort their children due to schools being far from home.

Limited educational resources and the absence of skills in illiterate parents pose challenges to learning materials. Adjusting to a new educational format and a new curriculum including studying multiple subjects is quite challenging to most of the new children and parents. This includes adoption of innovative teaching methods which present challenges to children and parents/guardians within the camp.

Financial constraints relating to food insecurity in some of the areas contribute to children's absences and attendance in schools. As much as most parents/guardians wish to take children to school the issues

of food security have posed a barrier, especially the idea that young children are forced to eat hard food (*githeri*) in most cases.

## SECTION FOUR: CONCLUSION AND RECOMMENDATIONS

### 1.1. CONCLUSION

Most of the residents from the refugee camp have little source of income or no source of income at all, with a majority earning below ksh.2000. The effect of integration is yet to be felt in terms of influencing the community members' livelihood.

On achievements and best practices: Most students can access pre-school education within the camp. Those not attending is due to inadequate funds; inadequate knowledge of parents on pre-school; inadequate preschools in the area; cultural factors and staffing of teachers. The quality of the education and teachers were also rated fairly.

Preschool integration process is supported by over 92.8% of the participants, who expect to benefit from the national and county education plans and provisions. This meant that majority of the participants wanted integration of the pre-school education into the County education sector plan. While the majority wanted integration, they were skeptical about the education management, especially provision of learning materials, infrastructure and teaching capacity of the refugee teachers. With integration, refugee beneficiaries wanted to maintain their present donors/funders while adjusting to the county ECD education plans. Some of the key expectations from refugee beneficiaries include decongestion of pre-school classes to align to the country's education policy of 1 teacher to 45 learners at maximum; frequent and regular quality assurance and monitoring; provision of the capitation fees for the enrolled learners; capturing of the learners in the Kenya Education Management System (KEMIS) to allow smooth progression into primary, junior and senior secondary schools; and getting qualified trained Kenyan TSC registered teachers.

With integration, government has the capacity noted to provide several services in schools including free education; provision of learning materials; provision of pre-school institutions and collaboration with other institutions and institutions to provide education services to the community.

With integration of national and county educational sector the community expects to receive good access and quality education. However, challenges such as congestion/ overcrowding in schools; cultural norms and protection and security issues prevent increased inclusion of children in the schools.

### 1.2. RECOMMENDATIONS

- There is need for detailed integration policy document, specifying the role and responsibilities of each of the stakeholder in ECD education process (NGOs, government -both county and national, refugee and host communities). The policy document on integration also needs to be supported by an integration matrix, showing phase by phase implementation of the integration process.

- LWF and her partners (UNICEF, UNHCR among others) need to initiate the integration process and engage all pertinent stakeholders in county and national education sectors for smooth integration process. Refugee parents and children stand to benefit from the integration process by accessing quality education. Host community stands out to benefit as well from access some of the refugee ECD schools and support in infrastructure and learning materials.
- Improve communication and interaction among different stakeholders especially between national government; county government and NGOs / INGOs providing educational services to the community. This should aim at fostering better coordination and learning outcomes ensuring the Integration is not equated to losing donor funding since this could affect livelihoods of the communities in the camps.
- Facilitate community participation in decision-making processes for sharing viewpoints on the integration of pre-schools into the national government. This should entail the inclusion of both teachers and parents in the camp in decision-making.
- There is a need to increase the number of schools in the camp to reduce overcrowding and ease access to pre-school education. Awareness should also be raised about the number of schools within the community providing integrated education with the national and county governments. With the integration taking place, camp-based schools can be decongested by enrolling refugee learners in public schools in the host community.
- Promotion of quality advancement measures among teachers and school management on pre-school education including training and provision of the necessary tools and learning materials. Inservice teacher professional development programmes to enhance their capacity.
- Government to guarantee the camp children equal education opportunity as host county children, due to the uniqueness of the refugee population or should not be made optional for the camp-based schools.
- With establishment of new policies and establishment of the Kakuma Municipality in a Kakuma refugee hosting area in 2023, indicates the intentions of government to invest in the camp. This provides an opportunity for advocacy especially on pre-school integration on the national education.
- Implement comprehensive teacher training programs within camp-based schools to address identified challenges: The study emphasized the importance of initiating thorough teacher training initiatives in camp-based schools. This targeted training should specifically address the skills gap observed among teachers, ensuring that all educators receive adequate training even if they haven't attended teacher training colleges. Furthermore, efforts should be made to standardize teaching qualifications and styles across educators, promoting consistency in conveying information to students. Additionally, measures should be taken to support teachers with only a high school education, such as providing supplementary qualifications or additional assistance to improve their teaching effectiveness. This comprehensive approach will create a more uniform and effective educational environment, benefiting students who may face challenges in acquiring essential skills.
- To address the identified cultural norms affecting school attendance, it is imperative to implement a comprehensive and culturally sensitive approach. The following recommendations were proposed:
  - Community Sensitization Programs: Develop and implement community-based programs aimed at raising awareness about the benefits of early education. Tailor these programs to

address specific cultural norms, such as the belief that children should not attend school at an early age.

- Promote Inclusivity through Uniform Assistance: Initiate programs that provide assistance, particularly in the form of uniforms, to girls facing cultural expectations preventing them from attending school. This not only removes a barrier to education but also promotes gender equality.
  - Engagement with Religious and Cultural Leaders: Foster partnerships with religious and cultural leaders to promote the importance of formal education. Their influence can be pivotal in shifting perspectives related to practices like prioritizing madrassa classes over formal schooling.
  - Advocacy Against Harmful Practices: Collaborate with community leaders, NGOs, and government bodies to advocate against harmful cultural practices such as early marriage and gender-based violence. Emphasize the positive impact education can have on breaking the cycle of such practices.
  - Economic Empowerment Initiatives: Address economic considerations leading to the division of children by implementing initiatives that empower families economically. This could help reduce the pressure to prioritize certain children over others in terms of education.
  - Value-Based Educational Campaigns: Design campaigns that align with local values, religious beliefs, and social expectations, emphasizing the importance of education. Tailor messages to resonate with the specific cultural context to challenge perceptions that devalue formal education.
- The study noted that perceptions regarding the safety of schools emerged as a critical factor influencing parental decisions on enrolling children in pre-school education. As a result, it is recommended that efforts be prioritized to enhance the safety of schools by addressing community concerns. For effective access to education, it is imperative to proactively address any fears or apprehensions within the community regarding the safety of schools. Parents can confidently enroll their children in pre-schools when assurances are provided that safety concerns, both on the way to school and within the school environment, are thoroughly addressed. Therefore, there is a need to create a secure and reassuring atmosphere, ultimately fostering increased enrollment and active participation in early childhood education programs.

## ANNEXES

### ANNEX 1: DATA COLLECTION TOOLS



SURvey

Questionnaire - Presc



Interview Guides -  
Preschool Integration

- Links to:
  - I. Early childhood education act 3 of 2021

<http://kenyalaw.org:8181/exist/rest//db/kenyalex/Kenya/Legislation/English/Acts%20and%20Regulations/E/Early%20Childhood%20Education%20Act%20-%20No.%203%20of%202021/docs/EarlyChildhoodEducationAct3of2021.pdf>

2. National Education sector Strategic Plan for the period, 2018-2022

<https://www.globalpartnership.org/node/document/download?file=document/file/kenya-nessp-2018-2002.pdf>