**FACTORS AFFECTING GIRLS ACCESS AND RETENTION TO SECONDARY EDUCATION IN REFUGEES’ CONTEXT; A CASE OF NYARUGUSU REFUGEES’ CAMP IN KIGOMA REGION**

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**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN MONITORING AND EVALUATION OF THE OPEN UNIVERSITY OF TANZANIA**

**2022**

# **CERTIFICATION**

I the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, this Dissertation Titled; **“Factors Affecting Girls Access and Retention to Secondary Education in Refugees’ Context : A Case of Nyarugusu Refugees’ Camp in Kigoma Region.”** in partial fulfilment of the requirement for the award of Master of Arts in Monitoring and Evaluation.

……………………

**Dr. Hamidu A. Shungu**

**Supervisor**

# **DECLARATION**

I**, Magesa Jacktan Jackson,** declare that this Proposal is my original work and that it has not been presented to any other university for a similar or any other degree award.

Signature…………………………

**Date**………………………………

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# **DEDICATION**

To the resilient refugee girls who have faced unimaginable hardships with unwavering courage and strength,

To my loving and supportive wife, Oliver Method and family, whose unwavering belief in me has been my guiding light,

And to those dedicated individuals and organizations providing resources for a promising future to refugees through education and essential services,

This dissertation is dedicated to your unwavering spirit, love, and commitment to creating a better world for all.

# **ABSTRACT**

Generally, the study assessed the girls` challenges in access and retention to secondary education in refugees’ context. Specifically, the study examined the current status of refugees’ girls’ access and retention to primary and secondary education at Nyarugusu Refugees Camp. Examined the challenges refugees’ girls are facing in accessing secondary school education at Nyarugusu Refugees Camp and assessed the challenges refugees’ girls are facing in secondary education retention at Nyarugusu Refugees Camp. The study adopted a descriptive research design and a mixed research approach. The study was conducted at Nyarugusu refugee camp in Kigoma Region. The population of the study included the refugees’ girls and the stakeholders. Purposive sampling technique was used to select a total of 111 refugees’ girls and convenience sampling was used to select the stakeholders. Questionnaires were used to collect data from refugees’ girls while interview was used to collect data from stakeholders. The collected quantitative data were analyzed through descriptive statistics while the qualitative data were analyzed through thematic analysis technique. According to the findings, challenges in access to secondary education were Early marriages, Lack of scholarships, Limitation of movement, Language and Attitude. Moreover, the challenges to retention were Failure rates, Family encouragement, Household income, Gendered traditions and School-related factors. The study recommends more efforts to be implemented by the government and other stakeholders such as united nations and non-governmental organizations. Secondly, efforts should be done by the government and other stakeholders on supporting education to refugees, particularly on issues such as building schools, provision of supportive education and provision of scholarship opportunities so as to enhance the access and retention of refugee girls in secondary schools.

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# **ACRONYMS AND ABBREVIATIONS**

UN - United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organizations

UNHCR - United Nations High Commission for Refugees

UNICEF - United Nations Children Fund

URT - United Republic of Tanzania

IRC - International Rescue Committee

MoHA - Ministry of Home Affairs

# **CHAPTER ONE**

# **INTRODUCTION**

## 1.0 Chapter Overview

This study assessed challenges faced by girls` access and retention to secondary education for refugees` girls in Tanzania. The first chapter of this study introduces the study by explaining the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study, scope of the study as well as the organization of the study.

## 1.1 Background of the Study

Access to education is a basic human right. It is necessary for knowledge acquisition and the "complete development of the human personality," as stated in the Universal Declaration of Human Rights (UNHCR, 2017). Education is essential because it allows "children and young to flourish, not merely survive" (UNHCR, 2016). It is crucial in reconstructing societies ripped apart by wars and bloodshed, which are frequently motivated by socioeconomic inequities and political disagreements (Mwoma and Chege, 2021).

Refugees have both the need and the right to an education. Education shields refugee children and youth from being coerced into armed organizations, child labor, sexual exploitation, and child marriage. Education also helps to build community resilience. Education empowers refugees by providing them with the information and skills they need to live productive, satisfying, and independent lives. Education enlightens refugees, allowing them to learn about themselves and their surroundings as they work to rebuild their lives and communities (UNHCR, 2016). Individuals, refugees, migrants, and forcibly displaced persons all have the right to education, which is seen as an essential method of realizing other human rights. Indeed, education provides refugees with the intellectual skills they need to determine the destiny of their own nations or to make important contributions to the countries that provide them with shelter, safety, and a vision for the future (UNESCO, 2017).

However, for millions of refugees, education remains an ideal rather than a reality. In 2017, a whopping 25.4 million refugees were displaced globally, with more than half of that number being children under the age of 18, many of whom were alone or separated from their families (UNHCR, 2017). Contrary to the basic and universal position of the right to education, refugee children are five times more likely than their non-refugee classmates to be out of school (UNESCO, 2016).

Refugees' access to education varies greatly among nations. Low- and middle-income nations host the great majority of school-aged refugees. Some of the nations with the highest refugee populations have the lowest secondary school enrollment rates. In 2016, just 5% of secondary school-age refugee pupils in Pakistan attended school, compared to 6% in Cameroon and 9% in Ethiopia (Zubairi and Rose, 2016). Furthermore, while children in refugee camps have access to some type of education at lower levels of learning, more male youth than female youth seek post-basic education outside of refugee camps. Statistics show that the proportion of kids attending secondary education has increased from 4% in 2011 to 10% in 2017 (Mwoma and Chege, 2021).

Various initiatives have been implemented by both international and local groups to improve refugees' access to education. For example, the United Nations General Assembly overwhelmingly endorsed the New York Declaration for Refugees and Migrants (New York Declaration) in September 2016. The New York Declaration reaffirms states' obligations to fully respect the rights of refugees and is a political commitment to strengthen the international response to the global refugee crisis and share responsibility for meeting the needs of refugees and host communities more predictably and equitably (UNHCR, 2018). Locally, the Tanzanian Refugee Act of 1998 and the National Refugee Policy of 2003 provide the basis for action for Tanzanian refugees. This framework also guides education for refugee learners in the Kigoma region. Tanzania's Refugee Policy adheres to the notion of 'Education for Repatriation,' which states that refugees should be prepared to complete their education in their home countries upon their return (URT, 2017).

Despite these steps, achieving the right to education for refugees faces certain obstacles everywhere, but notably in low- and middle-income countries such as Tanzania, which hosts almost 85 percent of all refugees globally. Countries with a high number of refugees, such as Turkey, Pakistan, Uganda, Lebanon, the Islamic Republic of Iran, and many others, are already facing significant challenges to long-term development. They have limited resources to enforce their citizens' right to education while simultaneously being compelled to cope with huge numbers of refugees and the fulfillment of their human rights, including the right to education (UN, 2018). The enforcement of the right to education of refugees is therefore a global and transnational challenge that must be overcome through cooperative means.

## 1.2 Statement of the Problem

While there is a solid education system to help refugee learners within Tanzanian camps, a huge percentage of refugee children stay out of school. Tanzania has around 202,399 refugee children aged 0-17 as of January 2018. However, just 56.07 percent of children were enrolled in school at the end of 2018. Aside from poor enrolment in elementary and secondary schools, there is also low-class attendance among those that are enrolled (UNHCR, 2018). Also, there is a huge gap from those who are enrolled in primary schools and in secondary schools indicating that majority of the refugees never touch secondary schools, for example, in 2020 a total of 11,769 male and female Burundian refugees` pupils were enrolled in primary schools at Nyarugusu, while 352 (98 female and 258 male) only were enrolled in secondary schools. Similarly, out of 352 enrolled students, 202 only were attending classes, indicating that retention is low. Apart from that, of 202 attending classes, 67 only were female implying that girls have low level of enrollment and retention (UNHCR, 2022).

Studies on access and retention to girls` education have been conducted; however, majority of these studies (Njue, 2013; Kupfer, 2016; Mwoma and Chege, 2021; Dagane and Aden, 2021 and Sieverding et al., 2020) have not been conducted in the Tanzanian context, particularly the Nyarugusu refugee camp. Therefore, this study fills this gap by examining the girls’ challenges in access to and retention to secondary education in refugees’ context: west region Kigoma Tanzania, using of Nyarugusu refugees’ camp as a case study.

## 1.3 Objectives of the Study

### **1.3.1 General Objective**

The main objective of this study was to investigate factors affecting girls access and retention to secondary education in refugees’ context; a case of Nyarugusu refugees’ camp in Kigoma region

### **1.3.2 Specific Objectives**

The study specifically addressed the following research objectives;

1. To assess the current status of refugees’ girls’ access and retention to primary and secondary education at Nyarugusu Refugees Camp
2. To examine the challenges refugees’ girls’ are facing in accessing secondary school education at Nyarugusu Refugees Camp
3. To assess the challenges refugees’ girls are facing in secondary education retention at Nyarugusu Refugees Camp

## 1.4 Research Questions

1. What is the current status of refugees’ girls’ access and retention to secondary education at Nyarugusu Refugees Camp?
2. What are the challenges refugees’ girls’ are facing in accessing secondary school education at Nyarugusu Refugees Camp?
3. What are the challenges refugees’ girls’ are facing in secondary education retention at Nyarugusu Refugees Camp?

## 1.5 Significance of the Study

The analyzed findings of this research study are very beneficial to various groups of people and government and non-governmental education agencies especially the humanitarian organizations namely; Ministry of Education and Vocational training (MoEVT), Ministry of Education and Vocational and Professional Training (Burundi), Ministry of Primary, Secondary and Technical Education (EPST) - Democratic Republic of Congo, Ministry of Home Affairs Tanzania (MoHA), United Nations High Commissioner for Refugees (UNHCR), International Rescue Committee (IRC), United Nations Children’s Emergency Fund (UNICEF), Plan International Tanzania, Save the Children Tanzania (SCI), donors, planners and decision makers, the incentive refugees’ education coordination teams and the refugees’ communities.

Government agencies (MoEVT, EPST & and Ministry of MoHA) and planners and decision makers can put these findings into use to understand the what is really existing on the implementation ground and influence education policy making, Humanitarian Education agencies (IRC, UNHCR, SCI & Plan International) can use these findings and materials to develop interventions and strategies to eliminate gender disparity to access, retain and complete secondary education in refugees’ contexts and also using these findings to advocate for extra fund and set up as baselines for new interventions.

Refugees’ incentive education coordination team can use the materials and findings to adjust and strengthen gender inclusive teaching and learning methodologies and the refugees’ communities can use the findings from this study to raise more child education awareness campaigns on the importance of education to all children and enhance the humanitarian agencies and other stakeholders to understand the findings and translate their knowledge into actions to obscure more factors which are contributing to a growing disparity for girls and boys to access being retained and complete secondary education.

The 2030 Agenda for Sustainable Development, adopted in September 2015, provides an impetus for action on refugee education, recognizing that education is both a goal in itself and a means for attaining all the other Sustainable Development Goals (SDGs). Refugee education is implicitly supported by the SDGs’ promise to “leave no one behind” the acknowledgement that the goals will not be met unless they are met for the most vulnerable and marginalized groups in society.

## 1.6 Scope of the Study

This research study focused on challenges of girls’ access to and retention to secondary education in refugees’ community in north-western region - Kigoma, Tanzania. A case study of Nyarugusu refugees’ camp. Specifically, the study examined the current status of access to and retention of refugees` girls primary and secondary education and assess the challenges affecting the access and retention of refugees` girls` secondary education. Also, the study`s special focus was to all Burundian populations in the secondary schools.

## 1.7 Organization of the Study

This study is organized into five chapters where the first chapter introduces the study by offering the background of the study, the statement of the problem, objectives of the study, research questions, and significance of the study and the scope of the study. The second chapter reviews different literature related to the study; the chapter has definition of key terms, theoretical literature review, empirical literature review, research gap and conceptual framework. The third chapter presents the methodology which will be adopted in conducting this study. The chapter has research design, research approach, area of the study, population and sampling, data collection methods and tools, data analysis techniques and ethical considerations. The fourth chapter presents and discusses the study findings while the fifth chapter concludes the study and provides recommendations.

# **CHAPTER TWO**

# **LITERATURE REVIEW**

## 2.0 Introduction

This chapter shows the reviewed literature related to this study; it has definition of key terms, theoretical literature review, empirical literature review, research gap and conceptual framework which shows the relationship between variables.

## 2.1 Definition of Key Terms and Concepts

### **2.1.1 Refugees**

A refugee is someone who lives outside his or her place of origin and is unable to return owing to a well-founded fear of persecution because of his or her race, religion, nationality, political opinion, or membership (Ali, 2016). A person who resides outside of his or her country of nationality and is unable to return due to persecution or fear of persecution on the basis of race, religion, nationality, membership in a specific social group, or political opinion (UNICEF, 2017).

### **2.1.2 Access to Education**

In education, access often refers to how educational institutions and policies provide or aim to ensure that students have equal and equitable opportunity to fully benefit from their education. It entails children attending school regardless of their color, gender, religion, or handicap (Ali, 2016).

### **2.1.3 Retention to Education**

In this study, retention to education refers to female students who stay in school and are given with the required prerequisites to remain in school without dropping out until the time of their secondary school tests. Retention does not just refer to keeping females in school, but it is also connected to other characteristics or factors that may have a detrimental impact on the educational careers of girls more than boys (Karondo, 2018).

## 2.2 Theoretical Literature Review

The study was driven by education inclusion theory; this theory defines inclusive education as the placement of children with special educational needs in mainstream settings with other students who do not have impairments (Artiles, Dorn and Christensen, 2006). Inclusive education identifies suitable educational techniques employed in general education schools by providing a range of educational services to assist all students with special needs in learning to the best of their skills and requirements (McLeskey et al., 2004). Inclusive education, according to Salend (2011), is a philosophy that brings stakeholders together to build a school climate based on acceptance and belonging within the school and community.

In general education classes, behavior-based inclusive education strategies focus on how to give teaching and which reinforcers are successful for certain children with special needs. The organization of stimuli and consequences that will be applied within the setting is the most crucial component for kids with special needs (Nalliah and Idris, 2014). Cognitivism-based inclusive education strategies are uses of cognitivism in inclusion settings that emphasize mental information processing and interactions to lead student learning (Evgeniou and Loizou, 2012).

Constructivism-based inclusive education practices emphasize making learning more meaningful and using real-life experiences (Lenjani, 2016). In relation to this study, the theory focuses on education inclusion of refugees` girls. Also, it indicates that the education exclusion could be as a result of different factors such as behavioral, cognitive or constructive.

## Empirical Literature Review

**2.3.1 The status of refugees’ girls’ access and retention to primary and secondary education**

Mwoma and Chege (2021) investigated gender and access to higher education among Kenyan refugees. The findings of a desk review on the implementation of the Borderless Higher Education for Refugees (BHER) in Dadaab and the Quality Secondary Education in Emergencies (QSEE) in Kakuma inform the essay. The research also draws on answers from an unstructured questionnaire distributed to students enrolled in the two programs to investigate their perspectives of the barriers to higher education faced by refugees. Findings indicated that refugees face a myriad of challenges that compromise their ability to access higher education including, early marriages for girls, lack of scholarships to enable them to access education, limitation of movement which hinder them from joining other students in universities where they are enrolled for open learning.

Refugee Support Network (2018) looks at how children who are refugees or asylum seekers access and engage with education at the primary, secondary, and postsecondary levels. The report uses three new data sources: in-depth interviews and focus groups with parents and children of refugees in three regions; key informant interviews with pertinent experts from all three countries; and quantitative data compiled through Freedom of Information (FOI) requests to all Local Authorities in England, Scotland, and Wales. This is the first such effort that we are aware of. The UK's target of 20 school days for all of the Unaccompanied Asylum-Seeking Children (UASC) under their care has not been met by any one region. The biggest delays occur at the secondary and postsecondary levels of education, where up to 25% of children have experienced a wait of more than three months for a spot in a school or college.

**2.3.2 The challenges refugees’ girls are facing in accessing secondary school education**

Sieverding et al. (2020) investigated how violence, displacement, and educational opportunities and experiences after arriving in Jordan influenced the educational enrolment, achievement, and dropout of Syrian refugees in Jordan. The study relies on data from a nationally representative survey conducted in Jordan in 2016 as well as in-depth interviews with Syrian refugee kids. Due to the violence in Syria, Syrian refugees in Jordan encountered disrupted schooling, which was followed by a variety of multidimensional supply- and demand-side hurdles to education in Jordan. However, enrolment rates for basic education among Syrians in Jordan eventually rebounded to pre-conflict levels, with crucial implications for other nations battling to secure refugee children's education.

Kupfer (2016) conducted research on education accessibility and quality for refugees: a case study of the Kyangwali refugee camp. First, the study analyzed the Kyangwali education system broadly and highlighted relevant problems refugee children experience in receiving a quality primary education. In addition, the quality of education was assessed using assessment criteria. Following that, post-primary opportunities in the settlement were assessed in order to determine the quality of secondary education. Access to school is a big issue for primary-aged children in Kyangwali; schools are often at least an hour and a half away from children's homes, and because the vast majority of refugees in Kyangwali are subsistence farmers, many are kept at home to dig or plant in the garden. Classrooms are overcrowded or in disrepair, with up to eight youngsters crammed onto a seat designed for four or five. This research also revealed refugee-specific challenges such as language, gender, and culture.

Njue (2013) investigated the factors that impact refugee girls' access to and engagement in elementary school in Eastleigh, Kenya. The research gathered both quantitative and qualitative information. Quantitative data was analyzed using descriptive statistics like frequencies and percentages and displayed in tables and charts, whilst qualitative data was analyzed thematically in accordance with the objectives. According to the study, the following family variables affected refugee girls' access and involvement in school negatively: retrogressive culture, lack of parental support, unconducive home environment, gender roles, and household tasks. The following school elements had a detrimental impact: the use of English as a medium of teaching, a lack of facilities and instructional resources, and a lack of refugee integration services in the schools. Individual variables included the girls' weak command of the English language, their unfavorable attitude toward schooling, their embrace of retrogressive traditions, and their post-conflict trauma.

**2.3.3 The challenges refugees’ girls are facing in secondary education retention**

Dagane and Aden (2021) researched and discussed the reasons and implications of female student dropout in a secondary school in the Dadaab refugee camps. It used a qualitative study approach and conducted individual interviews with four female participants: two who are presently enrolled in school and two who have dropped out. Family connections, family education, household income, gendered customs, and school-related issues were identified as important factors affecting the decision to drop out or continue in school. Family members who encourage female students contribute to retention, but financial challenges in the family, gendered customs, and characteristics of the school system, such as a shortage of female teachers, contribute to dropout. The structure of the education system, policies, procedures, and the roles of schools, implementing organizations, and the community were highlighted.

The causes and effects of female student dropout at a secondary school in the Dadaab refugee camps are examined and discussed in Dagane (2021). Individual interviews with four female participants—two who are currently enrolled in school and two who have dropped out—were conducted using a qualitative research design. Family ties, family education, household income, gendered traditions, and school-related issues showed up as important determinants of whether someone decided to drop out or finish school. Financial hardships in the home, gendered customs, and elements of the educational system like a dearth of female teachers all contribute to dropout rates while supportive families help keep female students in school. The emphasis was placed on the educational system's structure, policies, and practises as well as the function of the school, implementing organisations, and the community.

Hossain (2023) conducted research on the access, challenges, and prospects for formal and non-formal education for Rohingya refugee children in Bangladesh. The majority of the data used in this study came from secondary sources. It focuses on the educational services that are offered and the major challenges that limit the formal and informal educational opportunities for Rohingya children in Bangladesh and their prospects in Myanmar. Findings: The study discovered that Rohingya children's capacity to participate actively in society is significantly impacted by the lack of formal and non-formal education in refugee camps. Despite the fact that refugee children and their parents express a desire for formal education following the Myanmar curriculum, their progress is hampered by a lack of educational services and numerous structural and legal obstacles.

## 2.4 Research Gap

There have been numerous studies conducted to assess the factors affecting girls` access to education. However, majority of these studies (Pereznieto, 2017; Guglielmi, 2021 and Booth, 2022) have not focused on the refugees` girls. Also, studies which have focused on refugees’ girls’ access to education (Kupfer, 2016; Njue, 2013; Mwoma and Chege, 2021; Dagane and Aden, 2021 and Sieverding et al., 2020) have not been conducted in the Tanzanian context, particularly, Nyarugusu refugees camp. Therefore, this study fills this gap by assessing factors for girls’ access to and retention of secondary education at Nyarugusu Refugees camp site, Tanzania.

## 2.5 Conceptual Framework

A conceptual framework explains the relationship between independent and dependent variable of the study (Mc. Leod, 2013). This study has two independent variables and one dependent variable. The relationship is as indicated in figure 2.1 below;

**Independent Variables Dependent Variable**

**Challenges for Access to Education**

* Early marriages
* Lack of scholarships
* Limitation of movement
* Language
* Attitude

**Access and Retention to Education by Refugees` Girls**

**Challenges for School Retention**

* Failure rates
* Family encouragement
* Household income
* Gendered traditions
* School-related factors

Source: Literature (2022)

##### **Figure 2.1 Conceptual Framework**

# **CHAPTER THREE**

# **RESEARCH METHODOLOGY**

## 3.0 Introduction

This chapter presents the research methodology which was employed in conducting this study. The chapter briefs on the research design, research approach, study area, population of the study, sample size and sampling techniques which were employed. The chapter also indicates the types of data which were used, data collection techniques, data analysis techniques as well as the ethical considerations.

## 3.1 Research Design

According to Mugenda and Mugenda (2003) a research design is a conceptual structure in which research is conducted and constitutes the blue print for the collection, measurement and analysis of data. This study adopted a descriptive research design since it is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, categories and factors (McMillan and Schumaker, 2001). In this sense, the descriptive research design was used to plan, make choices of research approach, types of data and data collection tools as well as data analysis.

## 3.2 Research Approach

The study adopted a mixed research approach where both, quantitative as well as qualitative approaches were incorporated. Quantitative approach quantifies variables in terms of numbers using statistical procedures to process them while qualitative study doesn`t quantify variables in terms of numbers, instead it explains variables in exploratory basis. Although there is a difference between quantitative and qualitative research, the two paradigms should not be considered as oppositional but rather as complementary components of scientific and disciplined inquiry (Gay & Airasian, 2000). According to Sandelowski (2000) mixed method research is a dynamic option for expanding scope and improving the analytic power of studies. Therefore, a mixed approach was appropriate for expanding scope of the study by including different actors as far as girls’ refugees` education is concerned.

## 3.3 Study Area

The study was conducted at Nyarugusu refugee camp in Kigoma Region. Nyarugusu refugee camp is one of the largest and best-known refugee camps of the 21st century, with around 150,000 refugees. It is located in the western province of Kigoma, Tanzania, about 150 km east of Lake Tanganyika (URT, 2015). The camp was created by the UNHCR and the Tanzanian government in 1996 after an estimated 150,000 Congolese refugees from the eastern Sud-Kivu region of the DRC crossed the border into Tanzania escaping civil war. Many Congolese refugees remained in the camp for decades, although the population of the camp was reducing prior to 2015. However, in 2015 over 110,000 Burundian refugees arrived in Tanzania to escape riots and civil unrest in Burundi. These refugees went to Nyarugusu until the Tanzanian government allowed Burundian refugees to go to other camps. Approximately 65,000 Burundian refugees remain at Nyarugusu, while 55,000 are at Nduta refugee camp, and another 19,000 are at Mtendeli refugee camp (UNHCR, 2016).

## 3.4 Population of the Study

In the view of Tromp and Kombo (2006) a target population defines the accessible number of the targeted population from where a researcher seeks to select sample for the study. Therefore, the population of this study was the refugees` girls’ students who are in secondary schools, the refugee’s girls who dropped out of school and the teachers of the refugee’s girls` secondary schools. Additionally, the study included different stakeholders such as UNHCR and International Rescue Committee and the Ministry of education, Science and Technology. In light of that, the refugees` girls who are in secondary schools and those who dropped out of school were the unit of analysis while teachers and stakeholders were the unit of inquiry (key informants).

The special focus was to all Burundian populations in all the 2 secondary schools which according to UNHCR (2022) have a total population of 111 distributed as shown on Table 3.1 below;

#### **Table 3.1 Population Distribution**

|  |  |  |
| --- | --- | --- |
| **School Name** | **Girls Population** | **Percentage to the Total** |
| Hope Secondary School | 50 | 45.0% |
| Power to You Secondary School | 61 | 55.0% |
| **Total** | **111** | **100%** |

Source: UNHCR (2022)

## 3.5 Sample Size

According to Mugenda and Mugenda (2003), a sample is defined as a subject of a target population, sampling, on the other hand, is defined as the selection of some parts of an aggregates or totality on the basis of which a judgment or an inference about the aggregate is made, Kothari (2005). Since the sample size is not big, then the study used the whole population (111) as a sample size for the study. This population was used to provide quantitative data on challenges affecting access and retention to education for refugees’ girls.

Also, the sample included the refugees` girls who dropped out of school for provision of further information on access and retention to education. These were used to provide qualitative information through interviews. The number of school dropouts interviewed was determined during data collection according to the saturation theory. Therefore, a total of 10 school dropouts were interviewed. The information provided was used to supplement the quantitative information collected from those who are still in school.

Also, the sample included teachers, UNHCR, IRC and Ministry of education, science and technology officials who will be the key informants as far as the study is concerned. These were used to provide qualitative information on factors for access and retention to education. The information provided by teachers was used for triangulation purposes. As a threshold, 5 individuals from each category were interviewed for the purpose of getting information for the study.

## 3.6 Sampling Techniques

### **3.6.1 Purposive Sampling Technique**

Purposive sampling method involves purposive or deliberate selection of elements of the universe for constituting a sample which represents the universe. In purposive sampling the study chose respondents based on the study judgement that they have desirable characteristics and can provide the required information about the study objectives (Kothari, 2004). The study used this sampling technique because it provides a room to collect crucial information related to the study. In this case, purposive sampling was used to select the entire population of the refugees` girls (total population purposive sampling) and key informants who are teachers of the refugees` schools, UNHCR, IRC and Ministry of education officials.

### **3.6.2 Convenience Sampling Technique**

The study adopted a convenience sampling technique so as to get respondents according to their availability and ease of access at the study area. The method also selects respondents based on their willingness to take part in the study (Mc. Leod, 2013). This sampling technique was used in selecting the school dropouts. The method was suitable for this study since the dropouts are not conveniently found; thus, their available information at the school was used to locate them. Therefore, through convenience sampling technique, the study selected 10 school dropouts as key respondents for the study.

## 3.7 Data Collection Methods

### **3.7.1 Questionnaire**

The study used questionnaire as a tool for collecting data from the refugees` girls. This tool was used to collect quantitative data related to the study objectives. A questionnaire was prepared covering all the study variables to collect crucial information from the respondents. The researcher administered the filling of questionnaires and collect them after they have been properly filled for data presentation and analysis procedures. This ensured that all the required quantitative information is obtained from the respondents.

### **3.7.2 Interview**

Qualitative information was gathered through interviews with school dropouts and teachers to supplement the quantitative information gathered through questionnaires. Important information from the key informants was obtained through interviews for triangulation purposes. In sourcing data from key informants, interviews were used for the purposively selected individuals. This enabled the study to have a quick and detailed piece of information reflecting the real situation and thus help to validate data on surveys and documentation. Therefore, information regarding the challenges of access and retention to education by refugees were sought from the selected interviewed individuals.

### **3.7.3 Documentary Review**

Documentary review was used to collect secondary information specifically on the access to education rates and retention rates of refugees’ girls around the study area. Through this method various government sites such as the ministry of education and vocational training as well as the national bureau of statistics were visited to obtain data on the access and retention to education by refugees’ girls.

## 3.8 Data Analysis and Presentation

### **3.8.1 Quantitative Data Analysis**

The collected quantitative data were cleaned and entered in the software (Statistical Package for Social Sciences) for analysis. The demographic characteristics of respondents were analyzed through descriptive statistics and their presentation was done through frequency tables and figures. The responses from the quantitative data regarding each specific objective was also analyzed based on descriptive statistics.

### **3.8.2 Qualitative Data Analysis**

The qualitative data was analyzed through thematic analysis technique; though this method the collected data were analyzed into themes and subthemes which were developed in relation to the study objectives. Thus, the information obtained from interviews were presented in accordance to the themes they carry. During presentation of the findings, some of the key points were quoted to add value to the findings of the study.

## 3.9 Ethical Considerations

As far as data collection is concerned, the researcher will not involve the identity of the respondents in the data collection instruments. Meaning respondents were anonymous. Moreover, confidentiality was observed by the researcher as data and all information collected from the respondents was not shared anywhere. Data from this study are used for academic purposes only. The researcher exercised high degree of freedom to respondents, meaning that respondents were free to share what they want to share as well as being free to refuse on what they don’t want to share. Moreover, respondents were free to withdraw themselves from the research study if they wish to do so. In ensuring that feedback is not ignored, the research will make sure that the findings are shared to Nyarugusu Refugees Camp as well as the ministry of education and vocational training.

# **CHAPTER FOUR**

# **FINDINGS AND DISCUSSION**

## 4.1 Introduction

This study presents and discusses the findings of the study in accordance to the specific objectives. The study generally investigated the girls` challenges in access and retention to secondary education in refugees’ context. The study was guided by three specific objectives; the first one being to assess the current status of refugees’ girls’ access and retention to secondary education at Nyarugusu Refugees Camp. The second specific objective was to examine the challenges refugees’ girls are facing in accessing secondary school education at Nyarugusu Refugees Camp. The third specific objective was to assess the challenges refugees’ girls are facing in secondary education retention at Nyarugusu Refugees Camp. However, before presenting the findings in accordance to the specific objectives; the validity and reliability of the study were checked followed by the respondents’ characteristics.

## 4.2 Validity and Reliability

### **4.2.1 Validity**

The validity of the study findings was ensured through a pilot study which was conducted prior the study. Therefore, a pilot study was conducted through administering 10 questionnaires to the respondents to see if they understand the questions and to see if they measure what was intended. Therefore, some of the questions were reviewed for clarity and to make sure they are well understood.

### **4.2.2 Reliability**

Reliability measures the internal consistency of the study findings (Burns and Burns, 2008). Therefore, in this study, reliability was sought through the use of Cronbach’s Alpha test. According to Burns and Burns (2008) a Cronbach’s Alpha value of 0.7 and above indicates that the findings are reliable. Therefore, Table 4.1 below indicates the level of reliability for each variable of the study.

#### **Table 4.1 Reliability Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Number of Items** | **Cronbach’s Alpha** | **Remarks** |
| Challenges for Access to Education | 5 | 0.912 | Predictor |
| Challenges for Retention to Education | 6 | 0.961 | Predictor |
| Access and Retention to Education | 4 | 0.919 | Outcome |

Source: Research Findings (2023)

Table 4.1 above indicates that the Cronbach’s Alpha value for challenges for access to education is 0.912, that of challenges for retention to education is 0.961 and that of access and retention to education is 0.919. Therefore, all the variables had Cronbach Alpha values above a threshold of 0.7, thus, being reliable.

## 4.3 Respondents Demographic Characteristics

The respondents’ profile in terms of age, grade level, where they took their primary education and when did they come to Tanzania were assessed and the findings are presented hereunder;

### **4.3.1 Respondents Age**

On assessing the age of the respondents, findings revealed that majority of the respondents were aged 15 – 17 years (67.2%) followed by those aged less than 15 years (17.9%) and those who were aged 18 years and above (14.9%). Therefore, the study included a representative sample of the population from all the age groups in the secondary schools. Also, it was expected that majority of them were in the Middle Ages since all are in secondary schools. Therefore, the challenges faced by refugees’ girls in access and retention to secondary school education were sought from a wide range of age categories. Table 4.2 below indicates the findings on respondents’ age;

#### **Table 4.2 Respondents Age**

|  |  |  |
| --- | --- | --- |
| **Respondents Age** | **Frequency** | **Percentage** |
| Less than 15 Years | 20 | 17.9 |
| 15 – 17 Years | 75 | 67.2 |
| 18 years and above | 16 | 14.9 |
| **Total** | **111** | **100** |

Source: Research Findings (2023)

### **4.3.2 Grade Level of the Respondents**

The study also assessed the grade level of the respondents and it was revealed that the sample was distributed to all the four grades from the two schools. Findings show that 20.9% (n=23) were at grade 11 and 32.8% (n=37) were at grade 12. Also, it was revealed that 29.9% (n=33) and 16.4% (n=18) were at grade 13 and grade 14 respectively. Therefore, since the study had a sample from all the grades in the school, the findings of the study regarding the challenges faced by refugees’ girls in access and retention to secondary school education were obtained from all the grades. Table 4.3 below indicates the findings in response to the grade level of respondents;

#### **Table 4.3 Respondents Education Grade**

|  |  |  |
| --- | --- | --- |
| **Respondents Grade**  | **Frequency** | **Percentage** |
| Grade 11 | 23 | 20.9 |
| Grade 12 | 37 | 32.8 |
| Grade 13 | 33 | 29.9 |
| Grade 14 | 18 | 16.4 |
| **Total** | **111** | **100** |

Source: Research Findings (2023)

### **4.3.3 Where Respondents Went for Primary Education**

The study assessed whether respondents had studied their primary education in Nyalugusu camp. Findings of the study revealed that majority of the respondents had not studied their primary education in Nyarugusu (74.6%) while few of them had studied their primary education in Nyarugusu (25.4%). Therefore, this shows that majority of those in secondary education had not studied their primary school in Nyarugusu. Therefore, those who studied their primary school in Nyarugusu camp had little access to secondary education. Findings are presented in Table 4.4 below;

#### **Table 4.4 Whether Respondents Studied Primary Education in Nyarugusu**

|  |  |  |
| --- | --- | --- |
| **Primary Education in Nyarugusu** | **Frequency** | **Percentage** |
| Yes | 28 | 25.4 |
| No | 83 | 74.6 |
| **Total** | **111** | **100** |

Source: Research Findings (2023)

### **4.3.4 Time Respondents came to Tanzania**

Since the study focused on refugees, it was necessary to assess the time they came to Tanzania. This was done to establish if time spent in Tanzania has any impact on access to secondary education. Findings of the study revealed that 4.5% (n=5) had transferred to Tanzania this year, 9.0% (n=10) had transferred here 1 – 2 years ago, 19.8% (n=22) had came to Tanzania 3 – 4 years ago while the remaining 66.7% (n=74) had been to Tanzania more than 4 years ago. The findings are displayed in Table 4.5 hereunder;

#### **Table 4.5 Time Respondents came to Tanzania**

|  |  |  |
| --- | --- | --- |
| **Time Respondents came to Tanzania** | **Frequency** | **Percentage** |
| This year | 5 | 4.5 |
| 1 – 2 years ago | 10 | 9.0 |
| 3 – 4 years ago | 22 | 19.8 |
| More than 4 years ago | 74 | 66.7 |
| **Total** | **111** | **100** |

Source: Research Findings (2023)

## 4.4 The status of refugees’ girls’ access and retention to secondary education at Nyarugusu Refugees Camp

On the first specific objective, the study assessed the current status of refugees girls access and retention to secondary school education. The aim was to examine the extent of the problem regarding the access and retention of refugees girls in access and retention of secondary education in Nyarugusu camp.

### **4.4.1 Refugees Girls Access to Secondary Education**

On assessing the access to secondary education; the study findings revealed that there is a huge problem in refugees girls access to secondary education. According to the findings, there is low rate of access to secondary education. For example, according to the UNHCR Report (2022), out of 4,724 (2.2274 girls) secondary school aged Burundian Refugees only 111 are enrolled to secondary school. This is equivalent to only 4.8%. Therefore, the access to secondary education was very low.

The findings were similar to those obtained from the secondary school teachers. During interviews majority of them reported that there is low enrollment in secondary schools for girls refugees at Nyarugusu camp. One of the interviewed teachers reported;

*“The access to secondary education is a big problem to majority of the refugees, particularly girls. If we compare between those who complete primary education and those who join the secondary education, the ratio is very low……” (KKI, Nyarugusu, May, 2023).*

There were mixed findings from other stakeholders on the refugees access to education. Findings from the IRC personnel indicated that refugees girls have equal access to education. When asked if they think refugees girls have equal access to education one of the respondents remarked;

*“Yes, because education is basic right for every human being, also though education it can empower refugees by giving them knowledge and skills to live productive, fulfilling their needs, and live independent lives. It can also help refugees to become self-sufficient, enabling them to learn about themselves and the world around them, as they strive to rebuild their lives and communities” (KKI, Nyarugusu, May, 2023).*

However, other stakeholders think that there is no equal access to education by refugees girls. It was further noted that some of the refugees girls parents lack awareness and education regarding the importance of education to the refugees girls. When asked if refugees girls have equal access to education one of the respondents replied;

*“No, I don't think. This is due to low level of awareness/education of the parents on the importance of education especially to girls and poor cultural beliefs which leave behind women in education matters, for instance some parents believe that once a girl reach 18 years old need to be married the something which is wrong” (KKI, Nyarugusu, May, 2023).*

### **4.4.2 Refugees Girls Retention to Secondary Education**

The study further assessed the level of refugees girls retention to secondary education. On this, it was revealed that the level of retention is not as bad as that of access. However, there are still refugees girls who dropped out from secondary education. According to UNHCR Report (2022), out of 111 enrolled Burundian refugees girls, 37 dropped out. Therefore, 33.3% dropped out and the retention rate was 67.7%.

Also, from the qualitative findings, majority of the interviewees reported that retention of refugee girls in secondary education is not as bad as access to education. It was noted that the rate of retention is high compared to those who drop out. One of the interviewees remarked;

*“There are students who drop out from secondary school education. However, the retention rate is higher compared to the drop out rate. Those who retain are more than those who drop…...” (KKI, Nyarugusu, May, 2023).*

## 4.5 Challenges Facing Refugees’ Girls’ in Accessing Secondary School Education at Nyarugusu Refugees Camp

The second specific objective of the study was to assess the challenges that are facing refugees’ girls in accessing secondary school education at Nyarugusu refugees’ camp. Different challenges such as early marriages, lack of scholarships, limitation of movement, language of instruction and attitude were assessed.

On assessing whether early marriages is a challenge facing refugees girls from getting access to secondary schools; findings revealed that early marriages have been a reason for lack of access to education by refugee girls. This was derived from the majority of the respondents who agreed and strongly agreed when asked about this. The findings resulted to a mean value of 4.07 falling under the agree category. A standard deviation of 1.181 indicates that majority of the responses were not far from the mean.

Also, findings of the study revealed that another challenge facing refugees’ girls from accessing secondary education is early pregnancies. On this, a mean value of 4.19 was found to mean that majority of the respondents agreed and strongly agreed on the fact that early pregnancies after completing primary school have prevented students from accessing secondary education. Also, a standard deviation of 1.116 indicates that most of the responses were close to the mean.

Moreover, according to the results, there are limited number of schools for refugees around the area. This was also found to be a challenge for refugees girls to access secondary school education. When asked about this, majority of the respondents agreed and strongly agreed (mean=4.29, standard deviation=1.115). Apart from that, it was revealed that refugees’ schools do not provide good quality education which guarantees the future employability or a stepping stone for further education. This was also found to be a challenge for refugees’ girls to get access to secondary school education. The fact was obtained from most of the respondents who strongly agreed and agreed resulting to a mean value of 4.31 and a standard deviation of 0.970.

Another challenge which was obtained by the study findings was the attitude which had developed among refugees girls around the camp. The findings revealed that some girls don’t like attending to schools at all. This limits their access towards access to secondary education. When asked about this, results had a mean value of 4.22 and a standard deviation of 1.209. The demographic characteristics of challenges for access to education are displayed on Table 4.6 below;

#### **Table 4.6 Descriptive Statistics on Challenges for Access to Education by Refugees Girls**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **N** | **Min.** | **Max.** | **Mean** | **Std. Dev** |
| Early marriages have been a reason for lack of access to education by refugee girls | 111 | 1 | 5 | 4.07 | 1.181 |
| Early pregnancies after completing primary school have prevented students from accessing secondary education. | 111 | 1 | 5 | 4.19 | 1.116 |
| Limited number secondary schools in the refugees’ camps | 111 | 1 | 5 | 4.29 | 1.115 |
| Provision of low-quality education in the camps' secondary schools, which does not guarantee your future prosperity and employability | 111 | 1 | 5 | 4.31 | 0.970 |
| Some girls don’t like attending to schools at all. | 111 | 1 | 5 | 4.22 | 1.209 |

Source: Research Findings (2023)

The findings were not far from those obtained from interviews. It was revealed that access to secondary education for refugees girls is a problem due to different challenges they face. One of the noted challenge was the economic status of their families. It was noted that due to economic hardship, refugee girls have to work as casual labors to support their family needs. One of the key informant noted;

*“Informal nature of casual labor in refugee camps can leave girls vulnerable to exploitation and abuse, including sexual harassment and assault. This can further compound the challenges they face in accessing education and put them at greater risk of dropping out of school altogether. …...” (KKI, Nyarugusu, May, 2023).*

Furthermore, it was noted that there are majority of refugees girls who lack access to secondary education due to shortage of food. One of the interviewees commented;

*“Food shortage is a common problem in many refugee camps around the world. When families are struggling to secure enough food for their basic survival, they may turn to casual labor as a means of earning money to buy food. This often involves children and young adults, including girls, working long hours in physically demanding jobs, which can take a toll on their health and well-being. …...” (KKI, Nyarugusu, May, 2023).*

## 4.6 Challenges Facing Refugees’ Girls’ Retention in Secondary School at Nyarugusu Refugees Camp

On the third specific objective, the challenges which face the retention of refugees’ girls in secondary education were assessed. The challenges assessed were such as failure rates, family encouragement, household income, gendered traditions, school-related factors and language of instructions.

On assessing academic grades failures, the study found that academic grades failures are one of the reasons for the failure retention of some refugees’ girls in secondary education. This was evidenced from the findings where majority of the respondents agreed and strongly agreed resulting to a mean value of 4.31 and a standard deviation of 1.016. Moreover, on assessing family support and encouragement, a mean value of 4.28 and a standard deviation of 1.138 were obtained indicating that majority of the respondents agreed and strongly agreed on the fact that dropouts are caused by a lack of parental involvement and support in their children's educational activities.

Also, when school materials were assessed to see if it’s a challenge towards refugee girls’ retention to secondary school, findings had a mean of 4.36 and a standard deviation of 1.051. This indicates that majority of the responses fell under the agree and strongly agree category whether inadequate scholastic and learning materials is a challenge for refugees’ girls. Moreover, it was revealed that there are some gendered traditions on the camps. This was also found to be a reason for poor retention to secondary education by refugees’ girls (mean=4.10, standard deviation=1.213).

Another challenge manifested by the findings was that retention to secondary education was challenges by unsupportive school environment for refugees girls. Majority of the respondents agreed and strongly agreed on this resulting to a mean value of 4.01 and a standard deviation of 1.210. Additionally, the school violence and abuse in schools (Bullying, Fighting, sexual violence, and corporal punishment) was also found to be a challenge for refugees girls leading to poor retention in secondary school education (mean=4.16, standard deviation=1.180). table 4.7 below displays the results.

#### **Table 4.7 Descriptive Statistics on Challenges for Retention to Education by Refugees Girls**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **N** | **Min.** | **Max.** | **Mean** | **Std. Dev** |
| Some refugee girls drop out of school due to academic grade failure. | 111 | 1 | 5 | 4.31 | 1.016 |
| Dropouts are caused by a lack of parental involvement and support in their children's educational activities. | 111 | 1 | 5 | 4.28 | 1.138 |
| Inadequate scholastic and learning materials is a challenge for refugees girls | 111 | 1 | 5 | 4.36 | 1.051 |
| Gender traditions and norms among refugee girls are a school dropout course. | 111 | 1 | 5 | 4.10 | 1.213 |
| The school environment does not support refugee girls. | 111 | 1 | 5 | 4.01 | 1.210 |
| The school violence and abuse in schools (Bullying, Fighting, sexual violence, and corporal punishment) | 111 | 1 | 5 | 4.16 | 1.180 |

Source: Research Findings (2023)

According to the qualitative findings, economic hardship was also one of the reasons for secondary school dropout since girls have to drop from school for work. It was noted that due to economic hardship, refugee girls have to drop school and work as casual labors to support their family needs. One of the key informant noted;

*“For refugee girls who are attending secondary school, the need to work to help support their families can be a significant obstacle. They may miss classes or even drop out of school altogether to take on additional work, leaving them with less time and energy to focus on their studies. This can lead to poor academic performance, lower grades, and ultimately, a lower chance of completing their education. …...” (KKI, Nyarugusu, May, 2023).*

Also, another noted reason for secondary school dropout from the qualitative findings was the school grades and curriculum. It was noted that there are some students who fail to score the required grades as per curriculum demands hence drop out from school. One of the interviewees remarked;

*“Burundian Curriculum requires all students to score at least 50% of average score to all exams annually this score will enable them to be promoted to the next grades, but also due to delay in national exams for Garde 9 (primary) many students (girls) tend to fail due to staying for about a year without any effective catch-up sessions while waiting for national exams and due to this many girls who managed to sit for exams tend to fail and drop out/give up. …...” (KKI, Nyarugusu, May, 2023).*

This is similar to Kupfer (2016) who noted that access to school is a big issue for primary-aged children in Kyangwali; schools are often at least an hour and a half away from children's homes, and because the vast majority of refugees in Kyangwali are subsistence farmers, many are kept at home to dig or plant in the garden.

The challenges for access to education by refugees are also consistent with other studies such as Sieverding et al. (2020) who noted that violence, displacement, and educational opportunities and experiences influenced the educational enrolment, achievement, and dropout of Syrian refugees in Jordan. Moreover, Mwoma and Chege (2021) investigated gender and access to higher education among Kenyan refugees. Findings indicated that refugees face a myriad of challenges that compromise their ability to access higher education including, early marriages for girls, lack of scholarships to enable them to access education, limitation of movement which hinder them from joining other students in universities where they are enrolled for open learning.

Also, according to Dagane and Aden (2021) family connections, family education, household income, gendered customs, and school-related issues were identified as important factors affecting the decision to join school. Family members who encourage female students contribute to retention, but financial challenges in the family, gendered customs, and characteristics of the school system, such as a shortage of female teachers, contribute to dropout. Additionally, Njue (2013) investigated the factors that impact refugee girls' access to and engagement in elementary school in Eastleigh, Kenya. According to the findings, retrogressive culture, lack of parental support, unconducive home environment, gender roles, and household tasks negatively affected access to school.

# **CHAPTER FIVE**

# **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

## 5.1 Introduction

This chapter winds up the study by offering the summary of key findings in relation to the study objectives. The chapter also offers the conclusion of the study and the recommendations. Also, the study suggests the areas for further research based on the limitations of this study.

## 5.2 Summary of the Key Findings

The study generally investigated the girls` challenges in access and retention to secondary education in refugees’ context. The study was guided by three specific objectives; the first one being to assess the current status of refugees’ girls’ access and retention to primary and secondary education at Nyarugusu Refugees Camp. The second specific objective was to examine the challenges refugees’ girls are facing in accessing secondary school education at Nyarugusu Refugees Camp. The third specific objective was to assess the challenges refugees’ girls are facing in secondary education retention at Nyarugusu Refugees Camp.

Regarding the first specific objective, findings revealed that there is poor access to secondary education by refugee girls in Nyarugusu refugees’ camp. However, it was also revealed that the retention to education in secondary schools was not a big problem since very few dropped out from schools.

On the second specific objective, the study revealed that there are different challenges facing refugees’ girls from getting access to secondary education. It was revealed that the challenges are such as early marriages, lack of scholarships, limitation of movement, language and attitude towards education are the leading factors limiting refugees’ girls from getting access to education. Moreover, the study revealed that these factors have a negative significant impact on the access and retention to secondary education by refugees’ girls.

On the third specific objective, findings of the study revealed that there are different challenges faced by refugees girls to retain in school. The factors are such as early marriages, failure rates, family encouragement, household income, gendered traditions, school-related factors and language of instruction. However, findings revealed that the factors negatively influence retention of refugees girls in secondary schools but not significantly.

## 5.3 Conclusion

Girls who are forced to flee their homes often lack access to secondary education. The refugee camps, especially the Nyarugusu refugees camp, have a dismal record when it comes to providing their residents with access to secondary education. There are a number of factors that contribute to the low level of access that girls who are refugees have to secondary education. These include things like early marriages, a lack of scholarship opportunities, language barriers, and an attitude that is negative towards education.

According to the findings, it appears that female refugees also face difficulties in maintaining their enrollment in secondary schools. Despite the fact that the extent of the retention problem is not nearly as severe as the access problem, there are still some refugee girls who are not finishing their education for a variety of reasons. Some of these reasons include early marriages, high rates of failure, family encouragement, household income, gendered traditions, school-related factors, and language of instruction.

## 5.4 Recommendations

First, the study recommends more efforts to be implemented by the government and other stakeholders such as united nations and non-governmental organizations. The efforts should be geared towards providing education to all the refugees on the importance of education particularly to girls. Moreover, the education should be geared towards changing their negative attitudes towards educating girls.

Secondly, efforts should be done by the government and other stakeholders on supporting education to refugees, particularly on issues such as building schools, provision of supportive education and provision of scholarship opportunities so as to enhance the access and retention of refugee girls in secondary schools.

## 5.5 Limitations and Areas for Further Study

This study was limited on assessing challenges for access and retention of refugees’ secondary schools in Nyarugusu camp. Therefore, the findings of the study are limited to Nyarugus camp. However, there are other refugees’ camps in Tanzania such as Nduta and Mtenderi. Therefore, other future studies could focus on other camps apart from Nyarugusu.

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#

# **APPENDICES**

## Appendix I: Questionnaire for Burundian Girls in Secondary School

Dear Respondent,

My name is **Jacktan Magesa** pursuing a Master’s degree of Arts in Monitoring and Evaluation at the Open University of Tanzania. I’m conducting research on the **“FACTORS AFFECTING GIRLS ACCESS AND RETENTION TO SECONDARY EDUCATION IN REFUGEES’ CONTEXT KIGOMA REGION, TANZANIA; A CASE STUDY OF NYARUGUSU REGUGEES’ CAMP”**. I respectfully call for your cooperation in answering the questions herewith. Your commitment as well as your time in filling this questionnaire will be highly appreciated. Be assured that all the information you provide will be treated as confidential and will be used for this study only. Thank you.

**Section A: Respondents Demographic Information**

**Please tick the correct answer**

1. What is your age range in years? …………………………..
2. What grade level are you in?
3. Grade 11 b. Grade12 c. Grade13 d. Grade14
4. Did you have your primary education in Nyarugusu Camp Tanzania?
5. Yes b. No
6. When did you come to Tanzania?
7. This year b. 1 to 2 Years ago c. 3 – 4 years ago d. More than 4 years ago

**Section B: Challenges Facing Girl`s Access to Secondary Education**

Kindly tick (√) in the appropriate box on the statement along, as your response regarding challenges facing girls` access to secondary education. The ratings are on the following scale, 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **STATEMENTS** | **1** | **2** | **3** | **4** | **5** |
| 1 | Early marriages have been a reason for lack of access to education by refugee girls |  |  |  |  |  |
| 2 | Early pregnancies after completing primary school have prevented students from accessing secondary education. |  |  |  |  |  |
| 3 | Limited number secondary schools in the refugees’ camps |  |  |  |  |  |
| 4 | Provision of low-quality education in the camps' secondary schools, which does not guarantee your future prosperity and employability |  |  |  |  |  |
| 5 | Some girls don’t like attending to schools at all. |  |  |  |  |  |

**Section C: Challenges Facing Girls` Retention to Education**

Kindly tick (√) in the appropriate box on the statement along, as your response regarding challenges facing girls` retention to secondary education. The ratings are on the following scale, 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **STATEMENTS** | **1** | **2** | **3** | **4** | **5** |
| 1 | Some refugee girls drop out of school due to academic failure. |  |  |  |  |  |
| 2 | Dropouts are caused by a lack of parental involvement and support in their children's educational activities. |  |  |  |  |  |
| 3 | Inadequate scholastic and learning materials is a challenge for refugees girls |  |  |  |  |  |
| 4 | Gender traditions and norms among refugee girls are a school dropout course. |  |  |  |  |  |
| 5 | The school environment does not support refugee girls. |  |  |  |  |  |
| 6 | The school violence and abuse in schools (Bullying, Fighting, sexual violence, and corporal punishment) |  |  |  |  |  |

**Section D: Girls Access and Retention to Secondary Education**

Kindly tick (√) in the appropriate box on the statement along, as your response regarding relative advantage of technological innovation. The ratings are on the following scale, 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A) and 5=Strongly Agree (SA).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **STATEMENTS** | **1** | **2** | **3** | **4** | **5** |
| 1 | I enrolled to secondary school immediately after finishing primary school |  |  |  |  |  |
| 2 | I have timely climbed up to higher classes |  |  |  |  |  |
| 3 | I am expecting to timely finish my secondary education |  |  |  |  |  |
| 4 | I am not expecting to drop out from secondary education |  |  |  |  |  |

## Appendix II: Interview Guide for Teachers

Dear Respondent,

My name is **Jacktan Magesa** pursuing a Master’s degree of Arts in Monitoring and Evaluation at the Open University of Tanzania. I’m conducting a research on the **“FACTORS AFFECTING GIRLS ACCESS AND RETENTION TO SECONDARY EDUCATION IN REFUGEES’ CONTEXT KIGOMA REGION, TANZANIA; A CASE STUDY OF NYARUGUSU REGUGEES’ CAMP”**. I respectfully call for your cooperation in answering the questions herewith. Your commitment as well as your time in responding to this interview will be highly appreciated. Be assured that all the information you provide will be treated as confidential and will be used for this study only.

1. For how long have you been teaching refugee girls?
2. What can you comment on the refugee girls enrolment to secondary education?
3. Do you think all the girls have equal access to education? Why?
4. What do you think are the challenges facing refugee girls in accessing secondary education?
5. Are there dropouts in your class? If yes, why do you think they dropped out from school?
6. What do you consider as challenges facing girls in school leading to their drop out?

## Appendix III: Interview Guide for Dropouts Students

Dear Respondent,

My name is **Jacktan Magesa** pursuing a Master’s degree of Arts in Monitoring and Evaluation at the Open University of Tanzania. I’m conducting a research on the **“FACTORS AFFECTING GIRLS ACCESS AND RETENTION TO SECONDARY EDUCATION IN REFUGEES’ CONTEXT KIGOMA REGION, TANZANIA; A CASE STUDY OF NYARUGUSU REGUGEES’ CAMP”**. I respectfully call for your cooperation in answering the questions herewith. Your commitment as well as your time in responding to this interview will be highly appreciated. Be assured that all the information you provide will be treated as confidential and will be used for this study only.

1. When did you come to Tanzania?
2. What level of education did you have when coming to Tanzania?
3. Did you have your primary education refugees’ camps in Tanzania?
4. When did you enroll to secondary education?
5. What challenges were you facing in school? Did they contribute to your dropout?
6. Were there any other challenges at your family which made you drop out? If yes, what were the challenges?

**Appendix IV: Interview Guide for Stakeholders**

Dear Respondent,

My name is **Jacktan Magesa** pursuing a Master’s degree of Arts in Monitoring and Evaluation at the Open University of Tanzania. I’m conducting a research on the **“FACTORS AFFECTING GIRLS ACCESS AND RETENTION TO SECONDARY EDUCATION IN REFUGEES’ CONTEXT KIGOMA REGION, TANZANIA; A CASE STUDY OF NYARUGUSU REGUGEES’ CAMP”**. I respectfully call for your cooperation in answering the questions herewith. Your commitment as well as your time in responding to this interview will be highly appreciated. Be assured that all the information you provide will be treated as confidential and will be used for this study only.

1. For how long have you been working in this agency?
2. What can you comment on the refugee girls enrolment to secondary education?
3. Do you think all the girls have equal access to education? Why?
4. What do you think are the challenges facing refugee girls in accessing secondary education?
5. Why do you think there are school dropouts in the refugees’ camps?
6. What do you consider as challenges facing girls in school leading to their drop out?