

**SCHOOLING EXPERIENCES OF DISPLACED HIGH SCHOOL STUDENTS:
A CASE OF OLPOSIMORU FOREST EVICTEES, NAROK NORTH SUB-
COUNTY NAROK COUNTY, KENYA**

BY

LANGAT GILBERD

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION,
DEPARTMENT OF EDUCATIONAL FOUNDATIONS IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF MASTER OF EDUCATION DEGREE IN
SOCIOLOGY**

MOI UNIVERSITY

OCTOBER, 2019

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis may be reproduced without the prior permission of the author and/or Moi University.

Sign: _____

Date: _____

Langat Gilberd

EDU/PGF/02/12

Declaration by Supervisors

This thesis has been submitted with our approval as university supervisors

Sign: _____

Date: _____

Prof. Emily Kipsoi

Department of Educational Foundations

Moi University

Sign: _____

Date: _____

Mr. Michael Kariuki

Department of Educational Foundations

Moi University

DEDICATION

This study is dedicated to my parents Wilson Sitonik and Josphine Sitonik whom I owe everything in my life and whom success of this work will bring them joy.

ACKNOWLEDGEMENTS

I wish to thank the Almighty God who gave me life, good health, a supportive family and dear friends. Without Him this work would not have been completed. I owe my gratitude to my supervisors Prof. Emily Kipsoi and Mr. Michael Kariuki. I am particularly grateful to Prof Kipsoi for providing validation of this work. She taught me how to write academic documents. She sacrificed her golden time on guide me through the relevant materials and critique my work to this fine end.

I am also grateful to Mr. Kariuki for his insightful and professional comments. His philosophical approach to data analysis assisted me to present this work in a coherent and logical argument. A lot of thanks go to lecturers who taught me the course work. Special thanks go to Dr. Simwa, Mr. Nzau, Prof. Changach and Dr. Githinji for their valuable advice. I wish to thank my classmates: Eddah, Levinah among others for the peer encouragement they gave me. I sincerely thank my wife Betty Ngerechi who has encouraged me and supported me to go back to school and take Masters in Educational Foundation. Special thanks go to my parents who ignited academic thirst in me since my childhood.

Special thanks go to students, class teachers and head teachers who willingly gave me information needed to complete this study.

ABSTRACT

Internal displacement is one of the critical humanitarian issues of our time. An estimated 30 million internally displaced human beings, eighty percent of them children or women, have been forced to flee their homes and communities because of armed conflict, violence, systematic violation of human rights, or natural or manmade disaster. The purpose of this study was to investigate the schooling experiences of displaced high school students a case of Olposimoru forest evictees. Three objectives guided this research. One was to find out the educational needs of displaced high school students, secondly was to find out the role played by the school community in supporting displaced students and thirdly was to find out challenges facing displaced high school students while participating in schooling. Four schools were selected through purposive sampling. The target group for this study was displaced high school day-scholar students. Moreover, this study was guided by Phenomenology theory. Edmund Husserl (1859-1938) is widely regarded as the founder of phenomenology as a transcendental philosophy of consciousness. It's the careful description of experiences in the manner in which they are experienced by the subjects. The research was carried out in Olposimoru vicinity Narok North sub county Narok County in Kenya. Olposimoru forest is one of the areas covered by Mau forest complex. The study was conducted through descriptive case of Olposimoru forest evictees. Total of 96 pupils were selected through purposive sampling. Simple random sampling was used to identify respondents in every class. 26 Class teachers in the selected school would be useful in providing information and 4 Head teachers would be interviewed. In the study, researcher used questionnaires, oral interviews and observation. During the study it involved collecting open ended data, based on asking general questions and developing an analysis from information supplied by the participants. Triangulation was used to strengthen the reliability of the study by comparing questionnaires different respondents which was the main source of data collection. The raw data from the students' responses was organized, coded and keyed on the SPSS programme. Data was analysed by use of both qualitative and quantitative methods. In qualitative methods narrative description was used while in descriptive statistics was used in analysing quantitative data. 96% of the respondents agreed that displaced students need psychological counselling. However 65% felt that the counselling they received was not adequate which have led to deteriorations in academic performance. 77% of the respondents agreed that displaced students felt demotivated academically. Moreover, 57% of the respondents needed financial assistance. This was due the fact that they lacked a source of livelihood. 72% of the displaced students agreed that they received bursaries from well wisher. However, 19% of displaced students received uniforms as donations. Majority of the respondents received writing materials and textbooks from the receiving school. Respondents acknowledge that they face myriads of challenges while schooling. Physical materials such as food and clothing were primary. Loss of school materials such as report forms, exercise books, uniforms etc. Many displaced students felt excluded and isolated. The study is significant in addressing physiological, psychological, economic and social needs of displaced high school students. This will assist the teachers have an individualized attention. Practically the findings will guide policy makers to fully deal with the challenges of war and conflict related displacement. The final report will provide information that will help educationist in alleviating the negative effects of displacement on the education sector especially measures should be put in place to ensure that learners continue with their learning despite displacement.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	5
1.4 The Purpose of the Study	6
1.5 Objectives of the Study.....	6
1.6 Research Questions.....	7
1.7 Significance of the Study	7
1.8 Justification of the Study	8
1.9 Scope of the Study	10
1.10 Assumptions of the Study	10
1.11 Theoretical Framework.....	11
1.12 Conceptual Framework.....	12
1.13 Operational Definition of Terms.....	13
CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 Displacement.....	15
2.2.1 Conditions in Displacement	16
2.3 Effects of Displacement on the Displaced.....	16
2.3.1 Psychological effects of displacement	16
2.3.2 Economic effects to displaced children.....	18
2.3.3 Sociological effects of displacement and its relation to education	20

2.4 Academic Achievement of Displaced Children.....	24
2.5 Role of a School in Alleviating the Challenges faced by Displaced Children	27
2.6 Strategies to Support Displaced Children	30
CHAPTER THREE.....	34
RESEARCH DESIGN AND METHODOLOGY	34
3.1 Introduction.....	34
3.2 Geographical Location of the Study	34
3.3 Research Design.....	35
3.4 Population of the Study.....	36
3.5 Sampling Procedure and Sample Size	37
3.6 Development of Research Instruments	37
3.6.1 Questionnaires.....	37
3.6.2 Interview Schedule	38
3.6.3 Document Analysis	38
3.7 Reliability and Validity.....	38
3.7.1 Reliability.....	38
3.7.2 Validity.....	39
3.8 Data Collection Procedure	39
3.9 Methods of Data Analysis.....	40
3.10 Scoring of Instruments.....	40
3.11 Ethical Considerations	40
CHAPTER FOUR.....	42
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND	
DISCUSSION	42
4.1 Introduction.....	42
4.2 Background Information of the Respondents	42
4.2.1 Gender of the respondents.....	42
4.2.2 Age of the respondents.....	43
4.2.3 Houses of displaced students.....	44
4.2.4 Teaching experience and level of education	45
4.2.5 Highest level of professional qualification.....	46
4.3 Empirical Findings of the Study	47
4.3.1 Educational Needs of Displaced High School Students.....	47

4.3.2 The Role of the School Community in Supporting the Schooling of displaced high School Students.....	53
4.3.3 Challenges faced by the Displaced High School Students.....	59
CHAPTER FIVE	64
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	64
5.1 Overview.....	64
5.2 Summary of Findings.....	64
5.3 Conclusion	67
5.4 Recommendations.....	68
5.5 Suggestions for Further Research	69
REFERENCES	70
APPENDICES	76
Appendix I: Questionnaire for Students.....	76
Appendix II: Questionnaire for Teachers.....	81
Appendix III: Questionnaire for Head Teacher.....	85
Appendix IV: Interview Schedule.....	89
Appendix V: Research Authorisation	90
Appendix VI: Research Permit	91

LIST OF TABLES

Table 4.1: Age Distribution of the Respondents.....	43
Table 4.2: Teachers Perceived Educational Needs of Displaced High School Students	48
Table 4.3: Educational needs of displaced high school students	50
Table 4.4: Students’ Responses on the Kind of Support they Required	54
Table 4.5: Psychological Help accorded to Displaced Students.....	55
Table 4.6: Nature of the Support Received.....	56
Table 4.7: Strategies that can be used in Education Sector to help Displaced Students	59
Table 4.8: Challenges faced by Displaced High School Students (Students’ Views).61	
Table 4.9: Teachers’ Perceived Challenges Facing Displaced High School Students	62
Table 4.10: Principals Perceived Challenges Faced by Displaced High School Student	63

LIST OF FIGURES

Figure 1.1: Theoretical Framework	12
Figure 3.1: Map showing Narok North Constituency.....	35
Figure 4.1: Gender of the Respondents.....	43
Figure 4.2: Age Distribution of the Respondents	44
Figure 4.3: Number of houses that have been rebuild after eviction	45
Figure 4.4: Teaching experience of teacher respondents.....	46
Figure 4.5: Highest Level of Education.....	46
Figure 4.6: Students' responses on the kind of Support they require	54
Figure 4.7: Nature of assistances given to displaced high school students	56

ABBREVIATIONS

CRC	Convention on the Rights of the Child
IDPs	Internally Displaced Persons
ICRC	International Committee for the Red Cross
NGO	Non-governmental Organization
NRC	Norwegian Refugee Council
PTSD	Post-traumatic Stress Disorder
TAKS	Texas Assessment of Knowledge and Skills
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNHCR	United Nations High Commission for Refugees
UNDP	United Nations Development Programme.
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNESCO	United Nations Educational, Scientific and Cultural Organization.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study, the objectives of the study as well as research questions that guided the study. Moreover, it discusses the justifications of the study, assumption of the study and significance of the study as well as the scope and limitation of the study. Finally, the theoretical framework and conceptual framework that guided the study was also examined.

1.2 Background to the Study

School education is influenced by various kinds of external factors. Notably, the global crisis of internal displacement presents an enormous challenge to the international assistance community. Internally Displaced Persons (IDPs) present the most compelling crises confronting the international humanitarian assistance community today. The number of IDPs has dramatically increased since the cold war, outnumbering refugees 10:1 (Cohen *et al.*, 1998a:7). Each year the number of countries reporting internal displacement increases. Displacement of population has diverse physical, psychological, social and economic effects on students in secondary school. The situation is compounded by the fact that student at this level of education are still in the adolescent stage of human growth and development. Moreover, the highest fear of displaced person is repetition of displacement.

The past few years have witnessed a change from large-scale refugee movements to increasing internal displacement (Schmeidl, 2003). Although the precise number of IDPS is unknown, experts estimate more than 50 million people were forcibly

uprooted worldwide at the end of last year. This is the highest level since the end of Second World War. Half of whom are children. Additionally, the UNHCR states that the level of risk among the IDPs remains high due to precarious living conditions, the absence of durable solutions, threats and selective killings, particularly related to the issue of land restitution (United Nations High Commission for Refugees, 2011). Furthermore, according to data on IDPs, displacement has a critical effect on vulnerable groups such as women, children and indigenous ethnic communities (Forero, 2003). Thus, the precarious condition of displaced families becomes a transmission mechanism of intergenerational poverty that is accentuated by their rural origin and its demographic composition (Ibañez & Moya, 2006a).

Displacement caused due to development is one of the most important external factors which affect the status of school education among the peasant families in Developing countries like Kenya. According to UNHCR (2018) 14.7 Million IDPs were reported in Africa. These factors responsible for displacement of human population include: earth quakes, forest evictions, conflicts and demolitions of residential houses. The Democratic Republic of Congo was severely affected by the new wave of internal Displacement. Total of 1.3 million people were forcefully uprooted from their homes by the end of 2017. Long-term effects of displacement include increased risk of poverty resulting from the loss of land, inheritance or other legal rights; incarceration or discrimination; and an inability to resume schooling. Displaced children are forced to flee their homes, often travelling great distances to escape the dangers associated with displacement and they become the most frequent victims of violence, disease, malnutrition and death which subsequently affect their schooling. In the chaos of flight, children may become separated from their parents and families. They are exposed to far greater danger and exploitation, including forced recruitment,

abduction, trafficking or sexual exploitation. More often displaced pupils lack parental attachment due to prolonged separation. Moreover, displaced students are faced with a multitude of adjustments that come from enrolling in new schools, and neighbourhoods lose a central institution in their community. Displaced children urgently need assistance and protection.

In Kenya relatively few studies have been done on educational needs of displaced students. In the last two decades, displacement of population has been witnessed in Kenya. Pkalya, Adan and Masinde (2003) argue that North Frontier districts of Turkana, Kerio Valley, West Pokot and Baringo have experienced mass displacement of population from their native home land largely due to banditry. A report by Amnesty International linked Kenya Forest Service to the forced eviction despite the National Land Commission publishing Gazette statement in 2014 recognising indigenous forest dwellers as their ancestral land. KFS are accused of burning houses, arresting and beating up and shooting indigenous forest dwellers. Mau eviction in 2006 for example, resulted in displacing thousands of families who had encroached forest. The report has accused the government of involvement in violating national and international law by violently evicting the indigenous forest dwellers. The victims of evictions were neither consulted nor obtain consent prior to the evictions. In Embobut forest 1500 households is said to have been burnt in February 2014. In 2007, Kenya witnessed Post Election Violence in which close to one million people was displaced. In Narok South, Terek, Arorwet, Mosop and Septet schools alongside two churches in Terek and Kipchoge villages were demolished by enforcement officers when they were evicting forest dwellers. It is estimated that 2,300 families of evictees are currently living in camps (Rono, 2015).

In 2015, more than 5000 people from Olposimoru in Mau forest, Narok County were evicted. This forced eviction has left many school going children vulnerable to abandon schooling. Displaced population spent the night in the cold because they have nowhere to go. Moreover, they were not given chance to collect their belongings. The populations in Kosia, Kataret, Tegek, Mosop, Embwen, Kass FM and Siera Leon were greatly affected by forced eviction (The Star, 2015). The affected families are camping at Kipchoge Trading centre, Narok County and they risk contracting pneumonia and cholera.

Mooney and French (2005), Pkalya *et al.* (2003), Dryden-Peterson (2011), Mooney, Kalin and Susan (2007), Duenas (2013) and Clifford, Miller, Stasz, Goldman, Sam and Kumar (2013) have concluded that internally displaced students face different challenges in their education. They noted that too many displaced children grow up deprived of an education and the tremendous long-term opportunities it affords. Far greater attention, priority and efforts therefore need to be devoted to minimizing the disruption to education invariably resulting from displacement while maximizing the potential protection and other critical support that going to school can provide internally displaced children. Moreover, due to displacement, it resulted in the loss or confiscation of identity documents, without which IDPs may be unable to enrol in school. Displaced children lacked school fees due to poverty caused by displacement. Tuition fees are not the only costs that impede IDP children's school attendance. Typically, students must also pay for their own school supplies, including pencils and books, as well as uniforms or appropriate clothing and shoes.

These are costs that IDP families, having lost their usual source of income, tend to have great difficulty covering. Schools often are destroyed or irreparably damaged.

Many of the children of the displaced family remain in their homes and there is much problem to manage money for schooling. In a number of countries, the lack of decent clothing as well as sanitary supplies has caused significant school absenteeism among girls, especially among adolescents. Children who have been traumatized by displacement need not only schooling for educational purposes but their attendance to school become an oasis for normalcy. There are a number of common conditions faced, especially when considering education of displaced children and youth, such as the importance of education in supporting psychosocial adjustment to new settings, and ensuring long-term economic advancement of displaced communities.

Mau eviction is an example of displacement of population but no study has been done on the schooling experiences of displaced pupils. Meanwhile the government of Kenya has vowed to continue evicting population from forests to pave way for conservation of forests. It is against the above background that there is need to establish the schooling experiences of displaced high school students. Displacement often leads to dramatic changes in family structure and gender roles, relations and identities (Mertus, 2003).

1.3 Statement of the Problem

Schooling of students is affected by several internal and external factors. Displacement of population is one of the important external factors. Forced evictions have been carried out on a massive scale in Olposimoru forest areas and the Ministry of Environment has stated that these actions will continue. The government has also failed to make special consideration to traditional forest dwellers, such as the Ogiek. Having established that there are several effects of displacement on high school students, the point of concern for this study is educational needs of the same students

and the psycho-social support accorded to displaced students. Further there is need to find out the challenges facing by displaced high school students. The major problem for this study is to find out the challenges facing the displaced students in their bid to achieve the benefits of education. Although Education For All targeted a transition of 70% from primary to secondary level, the challenges occasioned by the displacement has not been factored in and examine fully. The purpose of this study is therefore to bridge a gap that has not been cognitively dealt with that has made the achievement of 70% and its continuity possible.

During the Olposimoru eviction, settlements were burned, property and food stocks destroyed, children (half of the affected population) can no longer attend school, all residents, particularly children, lack food, proper clothing and shelter, no relief food has been sent by the government or any other agency and there are no medical services to deal with the likely increase in disease. The Government recently announced it would only resettle 250 squatters. The displaced populations are at high risk of being neglected, unprotected and left without durable solution to displacement. This study will investigate the schooling experiences of displaced pupils a case of Olposimoru forest evictees.

1.4 The Purpose of the Study

The purpose of this study was to investigate the schooling experiences of displaced pupils. A case of Olposimoru forest evictees.

1.5 Objectives of the Study

The study was guided by the following specific objectives:

- i. To find out the educational needs of displaced high school students while participating in schooling

- ii. To find out the role played by the school community in supporting the schooling of displaced high school students
- iii. To find out the challenges faced by displaced high school students while participate in schooling

1.6 Research Questions

The study sought to answer the following research questions:

- i. What are the educational needs of displaced high school students while schooling?
- ii. What is the role of the school community in supporting the schooling of displaced high school students?
- iii. What are the challenges facing displaced high school students while schooling?

1.7 Significance of the Study

The study is significant in addressing physiological, psychological, economic and social needs of displaced high school students. This will assist the teachers have an individualized attention. This will guide guidance and counselling department to be sensitive to the needs of displaced secondary school students by offering them physiological, social, psychological and economic support for successful schooling. Practically the findings will guide policy makers to fully deal with the challenges of war and conflict related displacement. The final report will provide information that will help educationist in alleviating the negative effects of displacement on the education sector especially measures should be put in place to ensure that learners continue with their learning despite displacement. By studying the unique challenges facing the displaced pupils the report will assist humanitarian agencies in directing

their aids to the specific problems hindering effective school participation. The study will form a basis for continuous investigation of other factors that affect education.

1.8 Justification of the Study

All families, educators, and the larger society hope that children will experience schooling positively and go on to lead satisfying and productive lives. But that optimistic future is not equally likely for all of the nation's schoolchildren. Education stakeholders hope to attain the highest completion rate possible. Several internal or external factors may work against these goals. This study investigates the school experiences of displaced secondary school students. Displacement of population is one of the external factor affecting parents and pupils and at times the school location. According to Global Monitoring Report 2000-2015, over 2 million children in Kenya are out of school. Displacement presents one of the contributing factors to high school dropout in Kenya. They mainly hail from remote and marginalized area and conflict affected. It is estimated that learning in over 500 public schools, with a population of more than 100,000 pupils and students are affected.

According to the Ministry of Education, 12 secondary schools and 98 primary schools in Garissa County have been shut indefinitely due to insecurity (Hajir, 2015). In arid and semi-arid areas non-governmental organization are more visible than the government in providing goods and services including education. In early childhood education, despite rapid growth, enrolment in arid and semiarid areas and slums has remained low. About 2.8 million children (68 percent) are not accessing early childhood education, and many of these children are girls (Ministry of Education, 2007).

All people have the right to quality education, including those displaced. The 1951 Convention Relating to the Status of Refugees establishes the right to primary education for disadvantaged group. In the process of forced eviction parent lose their property, housing and family members separate thus effecting the motivation and achievement of the child while schooling. Helpless children, interpret failure as diagnostic of their perceived underlying lack of ability, and tend to give up, rather than to try a different strategy (Diener & Sweck, 1978). Scholars have argued that young people from poorer socioeconomic backgrounds are less likely to do well at school. Displacement is one of the factors that make people to be socioeconomically poor.

Lupton (2004) argues that disadvantaged group of pupils are reluctant participating in schooling. He noted that low attendance is a problem in all the schools where displacement is witnessed. This suggests that schools dealing with a higher than average number of extremely disaffected pupils will tend to have low overall attendance rates. Students have to be supported physically, psychologically economically and socially so that they get quality education. According to KNHCR (DEC, 2011), the lack of comprehensive, reliable and disaggregated data on IDPs hampers effective interventions targeted at IDPs particularly the vulnerable groups such as women, children, the elderly and persons with disability.

Moreover, educational stakeholders cannot nowadays sit and watch forest eviction situation being used by politicians to advance their political ends and yet they are not addressing the impacts on schooling. Education needs to be a first-line response in displacement situations so that normalcy can be restored immediately. Also educational planning cannot be short-term but must be forward-looking in nature,

recognizing the likelihood that any given child cannot wait for an end to displacement if he/she is to pursue an education.

If the free primary education is fully implemented what will become of several students who transit to secondary school and who are affected by the war/conflict related displacement? What challenges and unique experiences are bound to affect their schooling?

1.9 Scope of the Study

The target group of this research will be high school students due to two reasons. First, these internally displaced students prefer (or have been pushed by parent/guardians) to attend high schools instead of working to contribute household budget although they are from poor families. Therefore, it is claimed that attending high school is a significant achievement for them in terms of social upward mobility. Second, high school students are at the peak of adolescence and there they are at high risk of dropping out of school due to early marriages associated to poverty as caused by displacement.

1.10 Assumptions of the Study

The study was based on the following assumptions:

- i. It was assumed that displaced high school students will give true and honest information.
- ii. That other factors influencing students positively towards schooling remains constant.

1.11 Theoretical Framework

This study was guided by Phenomenology theory. Edmund Husserl (1859-1938) is widely regarded as the founder of phenomenology as a transcendental philosophy of consciousness. It's the careful description of experiences in the manner in which they are experienced by the subjects. It's an inductive descriptive approach that focuses on understanding the response of the whole human beings not just understanding specific parts or behaviour. It endeavours to describe an experience as it is lived by the person. The phenomenological approach aims to develop a complete, accurate, clear and articulate description and understanding of a particular human experience or experiential moment. It achieves its goal through the use of a special investigator stance and approach and through specialized methods of participant selection, solicitation of information, systematic data treatment, and assembling of interview.

The phenomenological approach provides a rich and complete description of human experiences and meanings. Findings are allowed to emerge, rather than being imposed by an investigator. Every experience is situated in a horizon, which encompasses earlier experiences, memories and schemas, and also anticipations and expectations as well as their fulfilment or disappointment (Gadamer, 2013).

With reference to this study the theory apply in the context that displaced high school students had first had experiences of the ordeals of force eviction. Whitehead (2014) opines that phenomenology is designed to discover phenomena and un- earth previous unnoticed or overlooked issues. It revealed the meanings that appear hidden or identifies the impact of those phenomena. Displaced students often face myriads of challenges as they reintegrate in to the new school. Schooling processes that value relational connectedness seek to nurture the wholeness of students through a genuine concern for the teacher-student relationship (Miller & Nakagawa, 2002). Hence

exploring the schooling experiences facing displaced high school student is paramount.

Behavioural theorists argue that behaviour whether adaptive or maladaptive is learned, shaped and maintained through stimulant responses. Behaviourists see maladjusted behaviour as a result of trauma that occurs as we encounter disturbing experiences within our environment such as forced eviction which causes displacement. Consequently, the task is more difficult in a historical period in which the anchorage of family and community tradition has been lost and the future is unpredictable. Macksoud and Aber (1996) opine that children who have been separated from parents and who witnessed violent acts reported depressive symptoms and violent acts.

1.12 Conceptual Framework

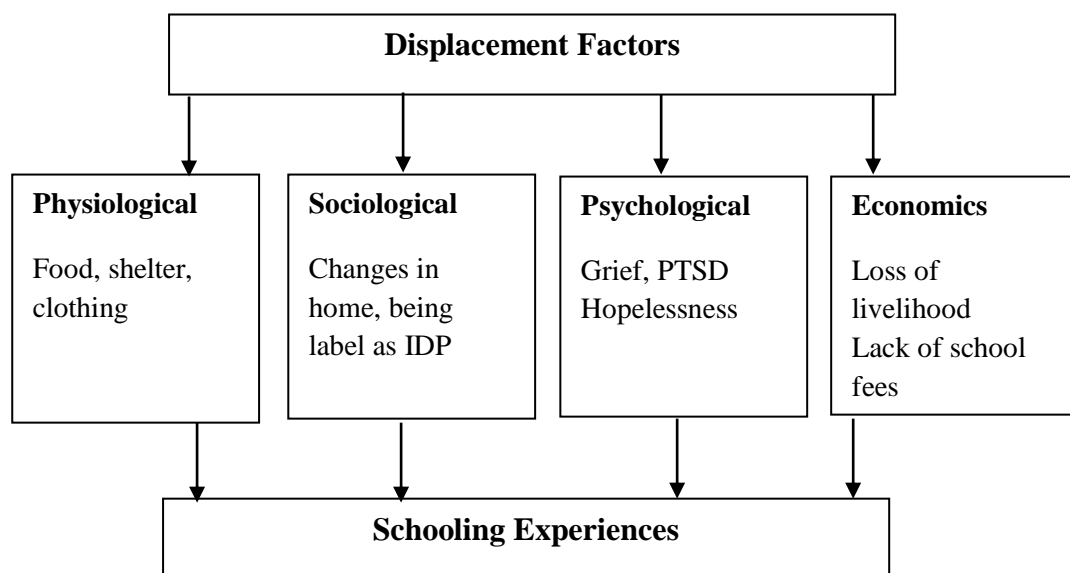


Figure 1.1: Theoretical Framework

The study was investigating schooling experiences of displaced high school students. The dependent variable was displacement factors. The independent variable was schooling experiences. Embodied in the word displacements are psychological, social

and physiological aspects which will affect how displaced students experience schooling.

The conceptual framework explains the influence of displacement factors on schooling experiences. Physiologically the displaced learner will lack shelter, good health clothing and good health, which will affect their schooling. Although relatives and well-wishers may provide these needs, they may not do so consistently and promptly.

Socially, the displaced student will feel out of place especially when they have relocated to new homes and adjusting accordingly to the new environment and new people. Others may have to be transferred to different schools depending on their choice and ability of the guardian. Such movement will affect the schooling of the displaced students temporarily or permanently.

Psychologically, displaced student will suffer from Post Traumatic Stress Disorders. They will be affected by the loss of property and lack of home. Being labelled as IDP where they have no home of reference disturbs the emotional stability they had enjoyed over time.

Economically, displaced students will lack basic needs at home. Since parents lost source of livelihood, student may not be able pay school fees hence affecting the schooling of the student.

1.13 Operational Definition of Terms

Challenges: Problems of everyday life, which face displaced pupil while schooling. Including but not limited to social, psychological, academic and financial.

Displacement: Relocating populations from their native home to a new location.

Educational needs: These are physical, economic, social and psychological aspects required by the student to participate in school effectively.

Internally displaced persons (IDP): are persons or groups of persons who have not crossed an internationally recognized state border who have been forced to leave their homes or places of habitual residence (Olposimoru forest) in order to avoid the effects forced eviction.

Forced eviction: It involves the involuntary removal of persons from their homes or land, directly or indirectly attributable to the State against their will, from their homes which they occupy, without the provision of, and access to, appropriate forms of legal or other protection.

Forest evictees: These are individuals who have been involuntarily removed from the forested area by the State.

Schooling experiences: Effective engagement of pupils in school activities these activities include (but not limited to) class activities, sporting and games, social skills development, punctuality and psychological wellbeing of displaced pupils.

Schooling: Is a formal instruction under the direction of specialized trained teachers. Activities done in school include reading, arithmetic's, drama, sporting, and role-playing

School community: These are school stakeholders that assist in the running of the school. These include school sponsor, teachers, pupils, administration, and government among others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of existing literature on the influence of displacement on the learning experiences of students. The chapter begins with a definition of basic concepts of displacement and related conditions. It will then review literature on psychological effects of displacement, economic effects of displaced children, sociological effects of displacement, academic achievement of displaced children and strategies to support displaced children. Cooper (1984) and Marshall and Rossman (2006) posit that the main role of literature review is to examine ongoing dialogue in scholarship, identify and show how the present study will fill existing knowledge gaps and extend prior studies.

2.2 Displacement

Factors that force people to leave their homes are common in third world countries. Investigations into displacement have found risks that deeply threaten sustainability; these include joblessness, homelessness, marginalization, food insecurity, loss of common lands and resources, increased health risks, social disarticulation, the disruption of formal educational activities, and the loss of civil and human rights (Downing, 2002, p. 3). Displacement involves not only the physical eviction from a dwelling, but also the expropriation of productive lands and other assets to make possible an alternative use (Cernea, 2000). Affected peoples (APS) are those who stand to lose, as a consequence of the project, all or part of their physical and non-physical assets. APS may also include host communities when a large population is displaced onto the land of a smaller existing (host) population.

2.2.1 Conditions in Displacement

It is difficult to generalize about the conditions facing IDPs and refugees, but both groups have needs. Displacement tends to heighten existing vulnerabilities. Internal displacement does not occur as a result of individual ‘choice’ per se and constitutes a situation of non-freedom (in terms of agency and opportunity) as IDPs have ‘been forced or obliged to flee or to leave their homes’ (UNOCHA, 2004:1). Theresa Stichick argued that in order to meet the survival needs of the family; many IDP parents are forced to spend a great deal of time away from their children in search of work or humanitarian distributions. Her participants described that parents are constantly balancing attempts to find work, the humiliation of not being able to make ends meet, and exhaustion, along with efforts to spend time with their children. In this manner, the social, economic, psychological and physical conditions of living in the settlements are entangled.

2.3 Effects of Displacement on the Displaced

Education in refugee and IDP camps does not garner a lot of attention often due to other circumstances, which require immediate assistance, such as access to food, water, and shelter along with ways to thwart rampant diseases and the need for security. The barriers to a quality, safe education are vast, and in the settings of camps, the ability to report malfeasance is limited. (UNHCR 2007).

2.3.1 Psychological effects of displacement

MacCormack (1998) noted that children’s wellbeing and development depend very much on the security of family relationships and a predictable environment. When children have been exposed to events beyond the normal boundaries of human experience, that is, traumatic or psychologically wounding events like forced eviction,

all kinds of stress reactions will be apparent. Some children may withdraw from contact, stop playing and laughing, or become obsessed with stereotyped war games, while others will dwell on feelings of guilt, or fantasies of revenge and continual preoccupation with their role in past events. In a few cases, depression sets in and may even lead to suicide. Other reactions include aggressiveness, changes in temperament, nightmares, eating disturbances, learning problems, repeated fainting, vague aches and pains. Children may develop post-traumatic stress disorder (PTSD) after displacement.

Ladd, Gill and Marszalek (2007) aver that the psychological wellbeing of children will likely suffer when they have observed scenes of destruction. The fact that a child experiences symptoms of psychological distress may not be apparent to adults, sometimes not even to parents. If a child's changed behaviour is not understood as distress, the adult reaction may be to punish, reject or simply ignore the child. Loss of speech and bladder control may even be interpreted as mental retardation.

Children who faced Katrina are reported to experience emotional stress and trauma. After being ripped out of their homes under terrifying conditions, travelling halfway across the country, living with large groups of people, and moving around to different schools, children felt stressed and overwhelmed which can cause a major impact on one's grades. With so many stressors weighing on a child's mind, it makes it difficult to focus on school work and achieving good grades. One of the main issues children were forced to cope with after the storm was related to losing contact with close friends, relatives, and other loved ones in their lives.

Displaced children in host schools struggled with re-establishing a routine, adjusting to a different racial-ethnic and socioeconomic environment, forming new friendships,

and coping with disaster-related anxiety. The authors conclude that restoring children's health and placing them back in schools is critical for community recovery (Fothergill & Peek, 2006).

However, Ogina (2015) noted that teachers are unable to respond appropriately to emotional needs because they were not trained to deal with special circumstances. The literature indicates that there are serious and long-lasting psychiatric consequences among children and adolescents after natural and man-made disasters (Goenjian *et al.*, 2000).

2.3.2 Economic effects to displaced children

The financial instability facing displaced pupils and their families is pronounced in displacement. Because of the nature of forced eviction, families often have to evacuate as quickly as possible and thus leave most of their belongings behind. In a situation in Katrina the occupants of New Orleans where over 80 percent of the housing was damaged or destroyed in the storm, most of the items left behind were ruined due to the flooding and wind damage. Families were thus forced to start anew when they relocated. Many ended up moving temporarily into the homes of friends or relatives, resulting in substandard and crowded living conditions (Picou *et al.*, 2007). Following Katrina, children who lived households with more than five people showed lower satisfaction with their health and lower academic performance (Barrett *et al.*, 2008). Financial instability also resulted in unstable and insecure transportation for children, which caused delayed enrolment in school and missed school days (Picou *et al.*, 2007).

Although children are vulnerable in disasters such as Hurricane Katrina, they are also resilient and can find ways to effectively cope with the resultant stresses (Fothergill &

Peek, 2006). Several studies have identified certain benefits in the post-Katrina relocation of students and their transition to a different school (Barrett *et al.*, 2008; Reich *et al.*, 2008; Sacerdote, 2008).

Picou *et al.* (2007) have noted that families of displaced students suffered severe financial burdens that were directly associated with the high cost of temporary housing and the simultaneous repair of permanent housing in other states. These financial strains were often manifested in lack of financial support for the daily needs of many displaced students. In turn, these financial strains had negative effects on students' classroom behaviour, academic performances and attendance.

According to KNHCR report in Kenya on post-election, displacement did not only disrupt sources of livelihoods of many people it has also negatively impacted on their ability to reestablish them. Many of the IDPs rely on sources of income that are not sustainable. Some families lost their breadwinners while others suffered grievous injuries that rendered them incapable to earning a living. About 45% of the households relied on casual labor to earn a living, while less than 22% engage in some form of subsistence farming. Twelve percent (12%) still rely on food aid donation as their main source of livelihood. These will affect the schooling patterns of displaced students.

The overreliance by some IDPs on donations, is creating dependency syndrome. Integrated IDPs in some places have resorted to setting up camps in order to attract attention to their plight. One such camp is Neema camp in Mai Mahiu. Attempts by some IDPs to return to their farms in places like Molo and Elburgon have been thwarted by people who have invaded their farms or by security concerns. According to Porter-Bolland *et al.* (2012) in some cases, monetary compensation is offered.

However, this is not an adequate replacement for the loss of livelihood and way of life. The mechanism of compensation moreover highlights the disproportional impact of forced evictions on women. First, compensation is mostly given to men. Secondly, monetary compensation is often ineffective for women who are generally much more dependent on access to land and natural resources for their survival. Without such access, they are left with no means to feed themselves and their children. Because governments do not have the capacities to ensure long-term sustenance and the rehabilitation of affected communities, women are often forced into 'illegal' engagements with the forest, which in turn leaves them vulnerable to harassment by government officials.

A general sense of uncertainty and hopelessness characterized displaced students whose families continue to experience economic and housing problems. Internally displaced children and their families may find themselves without the resources needed to pay school fees or purchase other materials, while the increased poverty that comes with displacement may mean that some internally displaced children stay out of school in order to work to supplement the family income.

2.3.3 Sociological effects of displacement and its relation to education

In a situation of displacement, sociological issues including separation from family members, social networks and communities, lack of shelter or problems related to camps, discrimination, stigmatization and sometimes criminalization, lack of personal documents which often restricts access to services, such as healthcare and education, the loss of social support systems and community solidarity. Men may be unable to find work or may become involved in the conflict leaving the woman responsible for the household. In India, the evicted Adivasi communities are cut off from the ancestral forests that served as the natural resource base for their livelihoods for

generations. They are no longer permitted to enter the forest to collect firewood and forest products and graze their cattle. Even their farming lands have been cordoned off, prohibiting them from cultivating any food crops.

UNHCR (2011) reported that in Kenya Forest evictees in Embomos who lost their identity cards could not be registered by the government. In Shika Adabu in Likoni it is reported that some of the displaced children who were orphaned do not have details about their parents as no documents were left behind during the violence. To replace an identity card or birth certificate, an applicant is asked to go back to their original homes and get a letter from their Area Chief or Local Administrator. In addition one may be required to present other supporting documents such as the parent's identity cards for one to apply for a birth certificate. These supporting documents may be unavailable as they were lost during flight. These documents are required when admitting pupils to any new school. Other IDPs are afraid of going back to places where they were displaced from hence their children are afraid to seek admission in receiving school.

Sassoon (2009) has reported that displacement affects communities beyond the individuals who are themselves displaced. The communities hosting refugees and IDPs, particularly when the numbers are large, clearly experience economic, social and political consequences for doing so. Sometimes this is positive as when the establishment of a camp provides health or education services to the local community – services which may not have been available in the past. However, often it has a negative result as community and public services are strained. A significant facet of the recent large-scale displacement in Pakistan has been the disproportionately high reliance of the affected population on local communities for shelter and support (Ding, 2009). Governments of countries hosting large numbers of refugees may fear

that they will cause political problems, stir up ethnic grievances, and cause long-term economic and environmental damage. Malawi, which hosted a million Mozambican refugees for a decade, found that the constant need for firewood in refugee camps left the countryside almost completely de-forested (Sabatier & Jenkins-Smith, 1993).

Mayer and Jencks (1989) have found that youth who grow up in disadvantaged neighbourhoods fare substantially worse than those who grow up with more affluent neighbours on a wide variety of health and socioeconomic outcomes. A fundamental question in the design of appropriate education, health, and social policies for low income families and communities is the extent to which these correlations reflect the causal impacts of neighbourhoods as opposed to family and individual attributes that are not directly affected by the residential environment.

On the other side educators in schools with the most severe performance problems face truly challenging conditions, for which their prior training and experience have not prepared them – extreme poverty, unprecedented cultural and language diversity and unstable family and community patterns. To work effectively under these conditions requires a level of knowledge and skill not required of teachers and administrators who work in less demanding situations, yet accountability systems expect the same level of performance of all students, regardless of social background. Hence, given the conditions of their work, some school-people regard demands for performance-based accountability as unreasonable.

Ferris and Winthrop (2011, p. 12) posit that displaced children lack access to formal education. Their ability to access a range of quality educational opportunities varies widely. Schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials occur and insecurity limits the possibility

of students to attend classes. Sometimes children who have not been displaced are more vulnerable to ongoing violence. From existing data, refugees often face a host of hurdles, such as language of instruction and certification of learning, that are more difficult to overcome than those faced by IDPs. Despite this there are a number of common conditions faced, especially when considering education of displaced children and youth, such as the importance of education in supporting psychosocial adjustment to new settings, and ensuring long-term economic advancement of displaced communities.

Many displaced evictees have been forced to seek alternative sources of livelihoods which are illegal or immoral. In other places IDPs suffer stigma and discrimination in employment due to their status as IDPs. In Lanet in Nakuru, IDPs complained that they are perceived to be the cause of increase in crime in the area. Displaced children are forced to engage in child labour in order to supplement family income. In some cases, families hosting IDPs exploit children and women for labour.

The fundamental feature of forced displacement is that it causes a profound unravelling of existing patterns of social organization. When people are forcibly moved, production systems are dismantled. Long-established residential communities and settlements are disorganized, while kinship groups and family systems are often scattered. Life-sustaining informal social networks that provide mutual help are rendered non-functional. Trade linkages between producers and their customer base are interrupted, and local labour markets are disrupted. Formal and informal associations, and self-organized services, are wiped out by the sudden scattering of their membership. Traditional management systems tend to lose their leaders.

2.4 Academic Achievement of Displaced Children

Syed Tahir Hijazi1 and S.M.M. Raza Naqvi (2006) argued that measuring of academic performance of students is challenging since student performance is product of socio-economic, psychological and environmental factors. Academic achievement at any point is a cumulative function of current and prior family, community, and school experiences (Rivkin, 2006, p. 422) An often-overlooked MIDR-associated risk occurs in the disruption of education and routine socialization. Yvonne Beaumont Walters, kola Soyibo (1998) further elaborated that student performance is very much dependent on SEB (socio economic back ground) in that, high school students' level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socio-economic background (SEB).

Cernea (1995) opines that displacement and relocation often cause a significant interruption in the functioning of schools and in child access to education during the year of transfer or for longer periods of time. Empirical studies show that a number of these children never return to school and instead join the labour force at an early age. The chaos of relocation distracts parents from focusing on the concerns of their children as they struggle to reconstruct their physical and productive environment.

Changing schools is stressful and may cause either temporary or long-term problems with academic performance. When students enter a school, they are at risk of lower grades and declining participation in school activities (Simmons, Burgeson, Carlton-Ford & Blyth, 1987). The more complex structure of the school may cause adjustment problems, leading to academic problems (Carnegie Council on Adolescent Development, 1989; Mahan & Johnson, 1983). However, the refugee and IDPS experiences can interfere with their psychological development because they lack the

necessary foundation for safety and security to achieve emotional, cognitive and behavioural competence. For young people this can lead to delayed or complicated learning, cognitive – and identity development (Frater-Mathieson, 2004).

In Kenya today, academic achievement is accomplished by the actual execution of class work in a school setting and is typically assessed by the teachers' ratings, tests and examinations (Howse, 1999). According to Gachathi's Report (Republic of Kenya, 1976), the education system in Kenya is mainly dominated by examination. Examinations are administered without understanding the state in which pupils are as they cover the syllabus and at the time they sit for the examination.

According to Morgan (2005, p. 7), disparities in access, quality of education enjoyed by learners and in learning outcomes among populations and groups exist due in large part to social, economic and cultural factors. Marginalized individuals and groups do not just accumulate fewer years of education, but often received a poorer-quality education that results in low levels of learning achievement. Underlying causes are diverse and interconnected, with household poverty being one of the strongest and most persistent factors for educational marginalization, gender is another important barrier, especially when these are combined with other factors such as culture, language, ethnicity, race, geographical location, disability, health and other socio-political contexts.

Following Hurricane Katrina, hundreds of thousands of students were uprooted from their homes and forced to attend school in completely new and different environments. Several studies have shown that there was a significant drop in academic performance among the majority of the students in the years following the disaster (Barrett *et al.*, 2008; Casserly, 2006; Freeman, 2007; Irvine, 2007; Picou *et*

al., 2007; Reich *et al.*, 2010; Sacerdote, 2008). Casserly (2006) studied children's academic performance in Texas after the hurricane. Drawing on the Spring 2006 Texas Assessment of Knowledge and Skills (TAKS), he found that while 89 percent of the state students passed the reading portion of the test, only 58 percent of the school-age evacuees passed (2006). In the year following the hurricane, these findings were consistent across the country. Children in Colorado faced a decline in their grades due to the fact that the expectations for academic performance are much higher in Colorado than those in New Orleans (Reich *et al.*, 2008).

Children who are displaced after a disaster may be forced to attend multiple schools in unfamiliar locations. Being displaced without forewarning and then being forced to transition to a new school (or multiple schools) can negatively impact a child's educational attainment. Picou *et al.* (2007) refer to this phenomenon as "serial relocation," which causes long term social disruption. Although it is often difficult for children to change schools, doing so under the context of a conventional move is much less disruptive and stressful than being so quickly and suddenly displaced as was the case with evacuees from Hurricane Katrina (Sacerdote, 2008).

Moreover, displaced pupils how different their new schools and environments were compared to their old Schools. Fothergill and Peek (2008) has found that some African American children felt their new schools were rougher, more violent, and more dangerous than their previous schools had been. Many students found it difficult to become actively involved with clubs and activities after moving, which made it hard for them to find and meet new friends (Reich *et al.*, 2008). Adjusting socially and academically to a new school environment can be very difficult for any child, especially if the child and his or her family have had little choice in the relocation and selection of the school.

According to Picou *et al.* (2007), moving and changing schools can be challenging for any child, especially when the move is sudden and totally unexpected. He further noted that several of the children had attended so many schools following Katrina that they could not even remember the exact number. Most the students he interviewed attended an average of more than three schools in the three years since the storm. So many transitions in such a short period of time made it incredibly difficult for the children to settle in to a new learning environment, to make new friends, and to focus on their school work. In addition to moving around to several different schools and homes, many of the children and their families were forced to live in a small home or apartment, which was often cramped with more than ten or fifteen extended family members living under one roof. The children interviewed reported feeling distressed as a result of their living situations. In fact, displaced students lacked reliable access to transportation resources. This fact, when coupled with the very unstable housing problems experienced by evacuated families, led to poor class attendance thus negatively impacted on the academic performance.

2.5 Role of a School in Alleviating the Challenges faced by Displaced Children

Research generally indicates that characteristics outside the formal educational setting – or non-school factors – also have a lot to do with whether children and adolescents are successful in school. Therefore, it seems important to examine not only how schools can be improved but also how non-school factors can be enhanced to foster learning and educational attainment.

More often, IDP families with children have been placed in areas where no schools are located or the children have been sent to schools that have no resources to meet

their educational needs and have little or no experience of receiving refugees (Pinson & Arnot, 2010).

UNHCR is committed to education and supports refugee primary and secondary schools, as well as other refugee education programmes. In 1994, the Executive Committee noted that education programmes for refugee and IDPS children contribute enormously to their wellbeing and towards finding a durable solution for them and requested the High Commissioner to continue her efforts to give higher priority to the education of all refugee children, especially girls to access to girls education.

According to UNESCO (2016), providing access to quality education to adolescents and young adults in conflict-affected areas in Iraq was necessary. The funds provided by the Kingdom of Saudi Arabia, enables them to construct five new schools for students of IDP communities. Moreover, in order to increase and improve quality space for students, prefabricated school premises were provided and the community became involved in the renovation of existing schools including building school desks. Teachers and members of Parent Teacher Associations received training on minimum standards and textbooks, teaching aids, equipment, stationery and school running costs were also provided. UNESCO contracted Yousef to build 450 school desks, an activity that will help secure his child's education and form part of the educational journey of the whole community. The construction of the desks not only helped 1000 students receive a better quality education but was a significant income generating activity for many families.

Reasons for education in emergency include the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm,

and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education and education for peace and citizenship. All these are aspects of the rights of the child. A key principle for education in situations of emergency and crisis is rapid response, by the use of a Community Based

Approach with capacity building through training of teachers, youth leaders and school management committees. Education should support durable solutions and should normally be based on the curriculum and languages of study of the area of origin. Survival and peace-building messages and skills should be incorporated in formal and non-formal education. Programmes must progressively promote the participation of under-represented groups, including girls, adolescents and persons with disability.

Margaret Sinclair reviews the rationale for education in situations of emergency and crisis, in terms of the protection and psychosocial needs of displaced children and adolescents, the need to maintain and develop study skills as a contribution to individual and national development, and the dissemination of key messages regarding health, environment, conflict resolution and citizenship. All these are aspects of the rights of the child. She identifies key principles such as rapid educational response, using a community-based approach, with capacity-building through training of refugee teachers, youth leaders and school management committees.

Tim Brown reviews the theme of quality from a field-based perspective. He begins by drawing attention to the lack of consistent donor funding to maintain even the low-cost models of refugee education supported by UNHCR. This is an ongoing hazard

for refugee school programmes worldwide, due to unified multi sectoral budgets at global and country level, which mean that a refugee education project's budget can be cut whenever there is a funding crisis anywhere in the world.

According to United Nations (2000a:11), bringing together children and adolescents for structured activities has a protection role, in early emergency and thereafter. Apart from revealing that some children have severe physical or mental health problems that need specialist attention, a serious attempt to bring all young people into these activities may reveal children subject to abuse, such as harmful labour, exploitation of foster children for domestic labour (so that children of the household can attend school), and so on. Education can provide a constructive alternative for young people who might otherwise find their fulfillment in joining armed forces or militias, especially if confined to a refugee or IDP camp and without access to employment opportunities. Education is likewise a forward-looking activity that can lessen the incidence of alcohol and drug abuse, teenage pregnancies, prostitution and so on.

2.6 Strategies to Support Displaced Children

The United Nations' Convention on the Rights of the Child (CRC) entered into force in September 1990 and has been ratified by 193 countries. CRC sets out the rights of children, the prohibition against discrimination. Whatever benefits a State provides to its own child citizens must be afforded to all children within its territory. Furthermore, CRC specifically address children's right to education, as well as humanitarian assistance to displaced children. Many of the out-of-school children are the internally displaced.

Education for IDPs is essential as a human right enshrined in international law. In emergency situations where the State fails to provide education for IDPs, the

international community, though not legally obligated, maintains an ethical responsibility to ensure that IDP education is included as an integral component within the humanitarian assistance framework (Rhoades, 2010).

According to UNICEF (2014) the insurgence of Boko Haram Militia in Nigeria has led to displacement of hundreds of populations. Notably, school going children has been disrupted of their education patterns. Hence, the needs of intervention in provision of other forms of learning materials such as uniforms and shoes in order to encourage them continue their education. This could be a way of helping IDP children to be more motivated and perhaps even overcome the trauma caused by the displacement. However, it is important to bear in mind that proper identification and selection of needy children from the hosting community requires should be considered seriously in order to avoid any creation of tensions as a result of discrimination. Thus, the focus of this strategic priority should target the most marginalized and vulnerable group of children from both hosted and hosting communities. Agencies are making efforts to develop materials and promote accelerated learning. Catch-Up Education programmes are widespread. UNICEF, Save the Children, and local NGOs provide significant financial support and technical assistance under the responsibility of Zonal and Provincial Education Authorities. Catch-Up Education is a well-known intervention in Sri Lanka and has been used extensively in the north and east over a number of years.

Crisp and Talbot (2001) noted that it is possible and psychologically beneficial to refugee and other crisis-affected children and adolescents to participate rapidly in community-based healing activities including elements of education and recreation, with subsequent systematization of these activities. These psychological benefits together with learned knowledge, skills and values can contribute to peace- building

and to social and economic development. Consequently, in many situations, education can serve as a tool of protection and of prevention of harm.

Talbot (2001) argued that sustaining study skills and re-introducing schooling is important in reintegrating displaced students. Displaced communities are normally anxious to reintroduce schooling quickly, as soon as food and shelter are provided. They ask their educated members to start classes for the younger children on a voluntary basis. In many cases people fled without their belongings, so that it is difficult for classes to begin without external assistance. A flexible approach is needed so that students who were in upper primary and secondary school or higher education can also maintain and develop their study skills. There are various ways of doing this, such as involving youth in helping with younger children for part of the time and providing interim courses in languages or other subjects to maintain their study skills until they can resume their courses of study. Furthermore, there is need for Conveying survival and peace-building messages and skills. In early emergency, camps are dangerous places. Cholera and other diseases can easily take hold. Malaria is often a hazard.

In many places, sexual activities including rape can lead to HIV/AIDS. There is usually an incipient environmental crisis, with the neighboring land being stripped of trees for firewood, construction of temporary shelter and so on. Rapid organization of school-like activities for children and adolescents, working with community volunteers, can provide an excellent channel for conveying survival messages on these matters.

According to Lloyd *et al.* (2010), displaced students need to be provided with appropriate support services to promote school attendance and retention. This should

include school feeding programs to meet nutritional needs and provide access to water and sanitation facilities, taking into account the specific needs of girls and students with disabilities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Green and Tull (1970) define research design as the specification of methods and procedures for acquiring information needed. It is an overall operational or framework of project that stipulates what information is to be collected from which sources by what procedure. This chapter will describe the geographical location of the research, research design target population, sample size, sampling techniques, method of data collection, data analysis techniques that will be employed in the study.

3.2 Geographical Location of the Study

The research was carried out in Olposimoru vicinity, Narok North Sub County, Narok County, Kenya. Olposimoru forest is one of the areas covered by Mau forest Complex. Narok County is located in the South Rift Valley sharing borders with Tanzania on the South and Nakuru County to the North. Narok north constituency has a population of 175,588 and approximately 2,605.30 Sq. KM. It lies on the southern part of the Great Rift Valley. Narok lies between latitudes $0^{\circ} 50'$ and $1^{\circ} 50'$ South and longitude $35^{\circ} 28'$ and $36^{\circ} 25'$ East. The county borders the Republic of Tanzania and six other counties Nakuru, Bomet, Nyamira, Kisii, Migori and Kajiado County. At the time of study the sub county had 16 secondary schools.

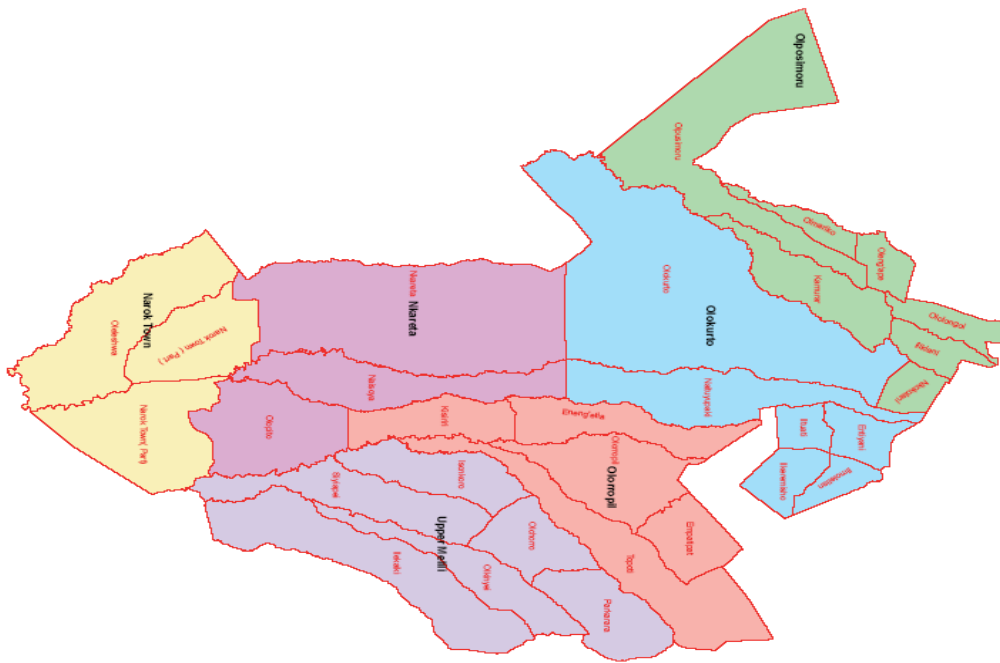


Figure 3.1: Map showing Narok North Constituency

3.3 Research Design

The study was conducted through descriptive case study. A descriptive case study successfully, provides multiple sources of qualitative and quantitative evidence for triangulating data collected. Yin (2003) suggests that the case study method is appropriate when a ‘how’ or ‘why’ question is being asked about a contemporary set of events, over which the investigator has little or no control. A researcher can use a range of tools which would otherwise not apply when using other stand alone research techniques. Mugenda and Mugenda (2003) define case study as the intensive and in-depth study of a person, group, process, system or subject, in order to get a qualitative description or to provide evidence to support a theory, i.e. hypotheses in research. It is the study of a particular situation rather than a sweeping statistical survey and it is used to narrow down a very broad field of research into one easily researchable topic. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence

are used (Yin, 2009). He further asserts that a case study allows an investigation to retain the holistic and meaningful characteristics of life events such as individual lifestyle cycles and cultures. It involves gathering data that describes an event and then organize, tabulate, depict and describe the data collection (Glass and Hopkins 1984). This method will enable the researcher to use describe the social aspects affecting displaced children in depth by use of questionnaires and interviews. Hence, qualitative and quantitative data can be obtained. Qualitative data will be derived from in-depth interview transcripts and open-ended questions in the questionnaire.

Qualitative research is about immersing oneself in a scene and trying to make sense of it –whether at a company meeting, in a community festival, or during an interview. Sarah J. Tracy (2013) noted that Qualitative researchers purposefully examine and make note of small cues in order to decide how to behave, as well as to make sense of the context and build larger knowledge claims about the culture. Quantitative data will be derived from closed ended ordinal and interval scale data in the structured questionnaire. Quantitative research transforms data – including conversations, actions, media stories, facial twitches, or any other social or physical activity – into numbers. Quantitative methodologies employ measurement and statistics to develop mathematical models and predictions (Tracy, 2013).

3.4 Population of the Study

The target population for this study was all the displaced secondary school students in Olposimoru vicinity. These students mainly hail from Narok North Sub-County in Narok County. Their parents and guardians had pitched tents as IDPS at Olposimoru vicinity. Teachers in the affected schools were useful in providing required information as they received displaced children.

3.5 Sampling Procedure and Sample Size

Four out of Sixteen Secondary school, were selected through purposive sampling for this study. Head teachers, class teachers and displaced secondary school students took part in the research. A total of 96 students were selected as subjects in the 4 schools; 24 students from each school. In each school, 8 students were selected using simple random sampling from Form 2 Form 3 and Form Four. Four head teachers and 26 class teachers from the four schools were interviewed. Peil (1995) argues that one or a few communities are selected because they are considered either typical or outstanding examples of variables with which the research is concerned.

3.6 Development of Research Instruments

In this study the researcher used questionnaires, interview, and document analysis. Interviews were useful where the researcher could not directly observe the participant and can provide historical information. Methodological triangulations are a powerful technique that facilitates validation of data through cross verification from two or more sources. It can be employed in both quantitative (validation) and qualitative (inquiry) studies. The compilation was also used to improve the process of data collection because the same information is sought through various channels and instruments.

3.6.1 Questionnaires

Structured questionnaires is an instrument of data collection which is a set of printed questions, usually with a choice answers, devised for case study. The structured questionnaires are given to respondents who are expected to read, understand the questions and write down answers in the spaces meant for that purpose in the questionnaire itself. (Kothari, 2003). The questionnaires consist of a number of items

logically derived from the research objectives. The questionnaire administered to 96 students, 4 head teachers and 26 class teachers. The questionnaire was framed to capture background information. Likert scale was used to categorise responses that were analysed using measures of central tendency.

3.6.2 Interview Schedule

Interview is an instrument that is characterized by session of formal questioning of a person by the researcher or oral examination by the researcher. The presentation involved presentation of both verbal and non verbal stimuli to elicit both verbal and non verbal responses. For the purposes of in-depth collection of data, the researcher interviewed the principals and class teachers. The method was mainly qualitative and enabled the researcher to collect in depth information on various issues that may have not been captured in the questionnaires. The data gathered from interviews solicited qualitative data and it employed both open and closed ended question items. Consequently the tool allowed collection of uniform, accurate and relevant data to the study.

3.6.3 Document Analysis

Document analysis was done from the documents of school. Notably, class registers was used to find out the frequency of absenteeism among the displaced students. Files and report cards were also accessed from the selected schools to determine the academic progress of the students.

3.7 Reliability and Validity

3.7.1 Reliability

It the measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is influenced by random error. As the random error

increases reliability decreases. Errors may result in inaccurate coding and ambiguous instruction to the subjects or carelessness in scoring and administration and scoring (Borg, Gall & Gall, 1993). In this research, the researcher will use Test and retest where the instrument will be administered twice to the same group of subjects while the researcher keeps all the initial condition constant. Where the co-efficient is high, the instrument is said to have yield high retest reliability.

3.7.2 Validity

It is the accuracy and meaningfulness of inference which are based on research results. It's the degree to which results obtained from the analysis of the data actually represent the phenomena under study. In recent studies construct validity has also included whether the score serves a useful purpose and have a positive consequence when they are use in practice. Moreover, the validity of the data collected will be validated by supervisors from Moi University. Moreover, for the validity of these instruments (questionnaires and interviews) the researcher consulted published works, books and journals to ensure that they comply with the study objectives. Issues of language, clarity and accuracy of the questions were the focus.

3.8 Data Collection Procedure

The researcher personally visited the schools where displaced children are situated. After making introduction to the Principal and the teaching staff, they were able to assist in identifying displaced students this therefore warranted purposive sampling technique. Primary sources were subjects of study who gave the actual data which was collected in the field. The researcher then proceeded to administer questionnaires to the respondents: students, head teachers and class teachers. The secondary sources included books, journals, records and past researches. Document analysis was

gathered from the schools for the progress records. Moreover, schedule interview were carried out with head teachers and class teachers.

3.9 Methods of Data Analysis

This involved collecting open-ended data, based on asking general questions and developing an analysis from information supplied by participants (Creswell, 2007, p. 184). The raw data from the students' responses were organized, coded and keyed on to SPSS computer program. This program generated percentages, frequency and mean of the data. Interview was organized based on the respondents' arguments. Data from the Likert five point scale was assigned numerical values of 1 to 5 points. This was then analysed using means and standard deviations. Educational needs of displaced students was analysed using grouped data frequencies and percentages.

3.10 Scoring of Instruments

The questionnaires used the Likert scale anchored on a 5-point scale ranging from 1-5. Choices were made from 5 possible answers which range from strongly agree to strongly disagree. The possible answers whose responses Strongly Agree had 5 marks, Agree had 4 marks, Undecided had 3 marks, Disagree had 2 marks and Strongly Disagree had 1 mark. The highest mark a score could get was 5 mark while the lowest could get 1 mark. The higher the mark the more the indication that the respondent had several educational needs as a result of forced eviction.

3.11 Ethical Considerations

According to Hesse-Bieber and Leavey (2006), a researcher needs to anticipate the ethical issues that may arise during their studies. Research participant needs to be protected and develop a trust with them, promote integrity, guard against misconduct and impropriety that might reflect on the organization and to cope with new

challenging problems (Israel & Hay, 2006). Ethical consideration is important because researcher was dealing with sensitive and personal information. In the process of data analysis, investigator dissociated names from responses during the coding and recoding process. In quantitative research, inquirer uses aliases or pseudonyms for individuals and places to protect their identities. After data has been analysed the investigator discarded the data so that it does not fall in the hands of other researchers who might misappropriate the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter undertakes an analysis, presentation, interpretation and discussion of the research findings based on the responses to the items in the questionnaires. The chapter is organized according to the objectives of the study. The study sought to find out the educational needs of displaced high school students while participating in schooling, to find out the role of the school community in supporting to displaced high school students, and to find out the challenges faced by displaced high school students while participate in schooling in Olposimoru in Narok North Sub County, Narok County. The chapter first describes the background information of the participants (Student and Teacher). This is then followed by the analysis and presentation of the findings according to research objectives and questions.

4.2 Background Information of the Respondents

The background information recorded included the gender of the respondents, age, teaching experience, highest level of education and the year they were evicted from the forest.

4.2.1 Gender of the respondents

The study sought to establish the effects of displacement on the schooling experiences of both male and female respondents in the study area. The respondents were thus asked to indicate their gender on the first section of the questionnaire. The findings were as shown in Figure 4.1 below.

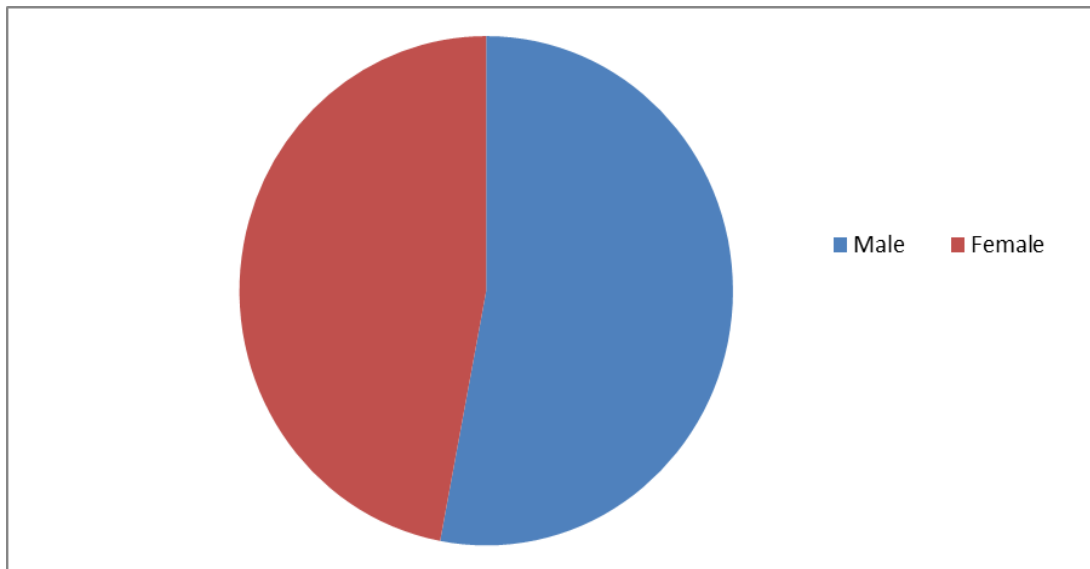


Figure 4.1: Gender of the Respondents

From the findings shown in Figure 4.1 above, male respondents comprised 65(52%) of the populations and female respondents were 59(48%). This indicates that there were slightly more male than female respondents in the study.

4.2.2 Age of the respondents

The respondents were asked to indicate their ages on the questionnaire. The results were as summarized in Table 4.1 and Figure 4.2 below. The age of the respondents was put into consideration as the study assumed schooling of teenagers is influenced by external factors such as forced eviction.

Table 4.1: Age Distribution of the Respondents

Age of the respondents	Frequency	Percentage %
14-19	84	88
20-21	8	8
22 and above	5	5
Total	96	100

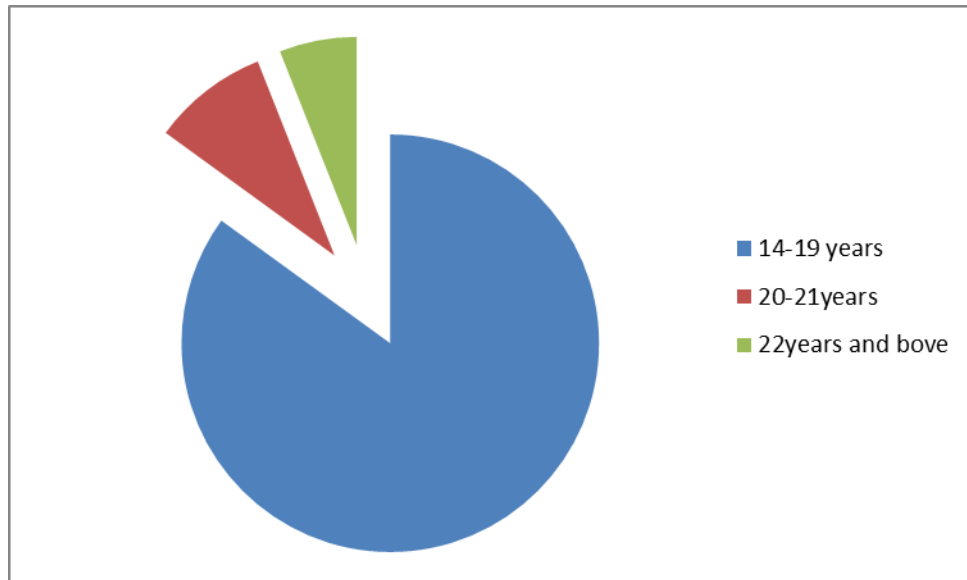


Figure 4.2: Age Distribution of the Respondents

The study established that 84(85%) of the students who participated in the study were aged 14-19 years. Only 12(16%) were above aged 20 years as shown in Table 4.1 and Figure 4.2 above. Age was vital for this study because teenagers were assumed to be at high risk of dropping out of school when they are confronted by external factors such as forced eviction. The respondents thus gave their first-hand experiences of the forceful eviction from the forest, barely less than one year since displacement occurred and it was assumed that the experiences of displacement were still fresh in their minds and therefore they would give reliable information.

4.2.3 Houses of displaced students

The researcher also found it important to establish whether or not the parents or guardians of the displaced students had built another house after displacement. The assumption was that a house always represents a home, meaning it indicates a settled life. The responses from the research participants were as shown in Figure 4.3 below.

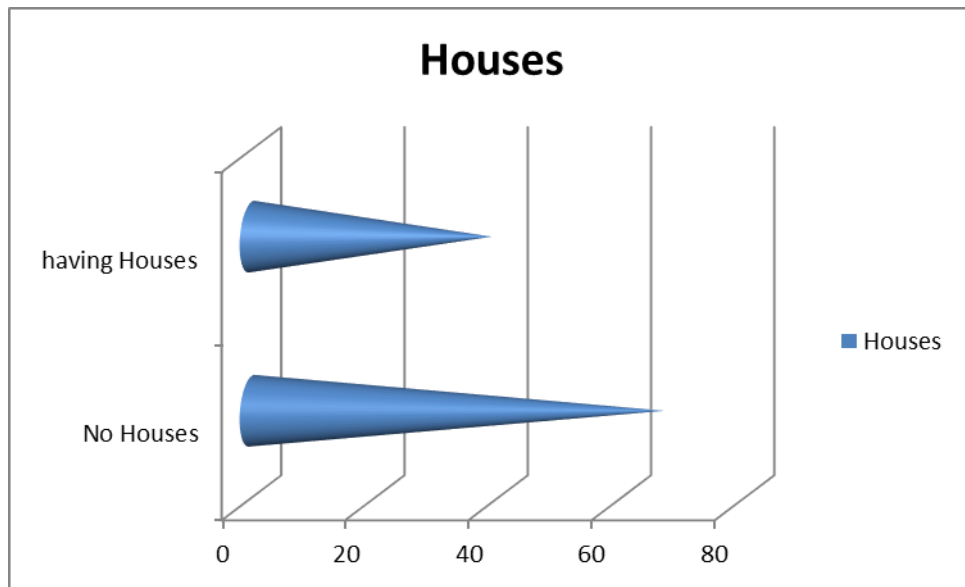


Figure 4.3: Number of houses that have been rebuild after eviction

The research established that 62(65%) of the respondents had not built a house and were at the moment staying with their relatives or in IDP camps. Only 34(35%) had managed to build new houses after being displaced from their original places of residence. This indicated that majority of the displaced families had not resettled down after displacement. Such a state of displacement obviously negatively affected the stability of access to education among their children. Such displaced children also become vulnerable to all forms of abuse.

4.2.4 Teaching experience and level of education

The teacher respondents were asked to indicate their teaching experience in terms of years. The figure below presented a summary of their responses. In this study, it was assumed that the higher the teaching experience the higher the chances that teachers become fully acquainted with the educational needs of displaced high school students, having had a prolonged socialization time with the students. Teachers' teaching experience was thus relevant because the study needed to ascertain that the information obtained came from reliable sources who were well versed with the issues in question.

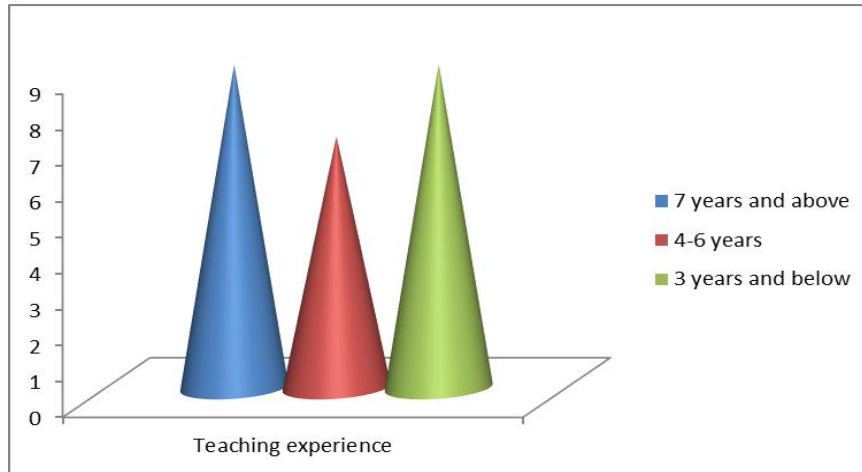


Figure 4.4: Teaching experience of teacher respondents

The figure above shown that 9(36%) of the respondents had at least 7 years' teaching experience. 7(28%) of the respondents had taught for between 4 and 6 years while another 9(36%) respondents had taught for at most 3 years. These findings implied that a good number of teachers had taught for a long time and similarly, a good number of them had taught for less than 3 years.

4.2.5 Highest level of professional qualification

The study also sought to assess the level of academic qualification of the respondents.

The results of the study were as summarized and presented in Figure 4.5 below.

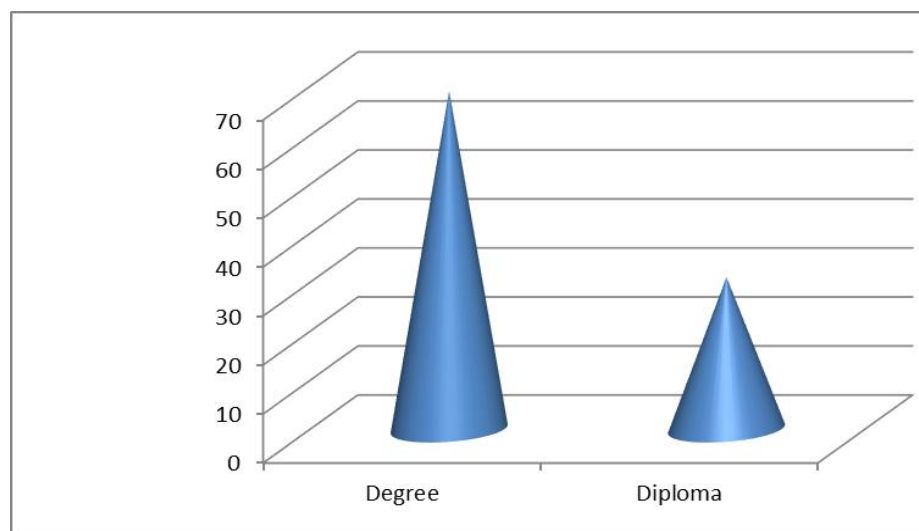


Figure 4.5: Highest Level of Education

Based on the findings in the figure 4.5 above, 18(69%) of the teachers who filled questionnaire were Bachelor's Degree holders while 8(31%) were Diploma holders. These represented the calibre of teachers who had been trained on the socialization processes of high school students. Consequently, the researcher expected that they understood and would shed more light on the social fabric of their learners.

4.3 Empirical Findings of the Study

This section presents an analysis of data collected based on the three objectives of the research. The section also derives pertinent descriptive and inferential statistics and makes appropriate interpretation of those findings.

4.3.1 Educational Needs of Displaced High School Students

The first objective of this research was to establish the educational needs of displaced high school students in Olposimoru in Narok County. As a first step to achieving this objective, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements on educational needs. The results were as summarized in the table below.

Table 4.2: Teachers Perceived Educational Needs of Displaced High School Students

Variable		Yes	No	Don't know	Total
Do displaced students feel de-motivated academically	F	20	4	2	26
	%	77	15	8	100
Displaced students did not seem to have adequate time to do their homework.	F	19	4	3	26
	%	73	15	12	100
Displaced students need psychological counselling	F	25	1	0	26
	%	96	4	0	100
Guidance and counselling are held regularly to address the needs of displaced students	F	16	10	0	26
	%	62	38	0	100
Displaced students had unique problem that destabilizes their schooling	F	18	6	2	26
	%	69	23	8	100
Do displaced students attend school regularly	F	9	17	0	26
	%	35	65	0	100
Displaced students seemed not to have enough learning materials	F	19	4	3	26
	%	73	15	12	100
Displaced students tended to be anti-social when he/she was among others	F	19	4	3	26
	%	73	15	12	100
Displaced student who have not been counselled properly to cope with displacement deteriorated academically	F	24	2	0	26
	%	92	8	0	100
Most of the displaced students feared that they would drop out of school for lack of basic needs.	F	19	5	2	26
	%	73	19	8	100

From the above findings, Table 4.2, 20(77%) of the teachers interviewed hold the view that displaced students feel de-motivated academically. The de-motivation of the learners is caused by unstable psychological environment. Twenty-five (96%) of the teachers interviewed agreed that displaced students needed psychological counselling, however, if displaced students did not receive adequate counselling services they would deteriorates academically. Seventeen 17(65%) of the teachers had the feeling that displaced student did not attend schooling regularly. This could be attributed to lack of motivation by the student towards learning. However, 16(62%) of the teachers

said that they held regular guidance and counselling sessions with displaced students while 10(38%) of teachers said they never held these sessions. The teachers also reported that majority of the displaced high school students 13(50%) performed below average. Three (12 %) of the teachers rated the performance of displaced students as poor. Thirteen (50%) said their performance was below average and 10(38%) of the teachers said the academic performance was average. The displaced students confirmed these views, with 86(90%) of them agreeing that they never got sufficient time to study at home. They said that this challenge had resulted in their poor academic performance. Of all the respondents, 70(73%) strongly agreed that displaced students lack adequate study time at home.

Table 4.3: Educational needs of displaced high school students

EDUCATIONAL NEEDS OF DISPLACED STUDENTS		SA	A	U	D	SD	Total	Mean	Std Dev
1	If we were not evicted, I would feel motivated to be in school.	49	41	3	2	1	96	4.34	0.85
2	Displaced pupils do not get sufficient study time at home.	49	39	1	6	1	96	4.28	0.95
3	At time displaced pupils lose concentration or absent minded in class.	47	36	7	5	1	96	4.22	0.96
4	I need special support to get along with my friends.	50	26	11	8	1	96	4.19	1.02
5	Displaced students need psychological counseling to cope with trauma caused by forced eviction	52	29	7	3	5	96	4.19	1.12
6	I feel disturbed when my friends talked about forest evictions.	46	36	7	2	5	96	4.17	1.06
7	I find myself thinking about demolition of our home in the forest.	52	25	4	9	6	96	4.07	1.26
8	We lost our source of livelihood after eviction.	46	36	0	9	5	96	4.07	1.20
9	Since I was evicted I find it difficult to pay school fees.	50	26	4	13	3	96	4.06	1.21
10	Displaced pupils feel de-motivated to attend school.	42	35	9	6	4	96	4.04	1.12
11	I lost text books and school materials during eviction	47	26	2	11	10	96	3.88	1.40
12	I have problems getting basic needs at home	41	29	8	16	4	96	3.86	1.26
13	I have a challenge coping with friends due to my status as IDP person	27	33	5	22	9	96	3.47	1.36
14	Parents rarely visit displaced students to assess the academic performance.	22	32	13	23	6	96	3.41	1.26
15	At times a feel to absent myself from school because I feel de-motivated.	30	20	19	11	16	96	3.37	1.45
16	Since I was displaced I have performed poorly academically.	26	25	11	16	18	96	3.25	1.48
17	At times I receive basic needs from well wishers to keep me in school.	25	27	1	24	19	96	3.15	1.52
18	I fear the displacement might occur in future.	18	30	14	8	26	96	3.06	1.49
19	At times I engage in small businesses to cater for my personal needs.	15	26	13	24	18	96	2.96	1.38
20	Since we were evicted I have been receiving bursary from the government or well wishers.	5	8	0	47	36	96	2.01	1.14

The study established that the vast majority of the respondents were in agreement with statements provided, as indicated in Table 4.3 above. This was attested to by an overall mean range of 4.34 to 2.96 which stood for Strongly Agree or Agree (mean > 2.5). Students' motivational needs constituted the most desired educational need among displaced high school students. The teachers averred that the students would

feel more motivated to be in school if they were not in their displaced state. On the aspect of motivation, 49 (51%) of the respondents strongly agreed, 41(39%) agreed, 3(3%) were undecided, 2(2%) disagreed and 1(1%) strongly disagreed, all of which had a mean of 4.34.

Financial needs were also an important variable in this objective. The respondents were thus asked to indicate the financial challenges they experienced as a result of displacement. A majority, 82(79%), of the students' respondents agreed that they lost their sources of livelihood. They explained that this had affected their ability to pay the required school fees. On further probing, 50(48%) of the respondents strongly agreed, 26(27%) agreed, 4(4%) were undecided, 13 (14%) disagreed and 3(3%) strongly disagreed that eviction had resulted in difficulties in paying school fees. The respondents also said that displacement had resulted in chronic absenteeism among displaced high school students. Even though the government of Kenya had provided subsidized secondary education, 17(65%) of the teachers confirmed that displaced students did not attend school regularly due to difficulties in school fees payment and more importantly due to lack of basic needs. This assertion was confirmed by the student respondents of whom 41(43%) strongly agreed, 29(30%) agreed, 8(8%) were undecided, 16(16%) disagreed and 4(4%) strongly disagreed that displaced students experienced difficulties in getting basic needs at home. Eighteen (69%) of the teachers, agreed that displaced students had unique problems that destabilized their schooling. McKinney-Vento (2012) has noted that for children and youth, who are displaced by natural disasters, the destabilizing impact of losing a home is exacerbated by changing schools. Each time students are forced to change schools, the disruptive effects intensify, threatening the social, emotional, and academic well-being of the students.

When the displaced students were asked if they feared future eviction, 18(19%) strongly agreed, 30(31%) agreed, 14(15%) were undecided, 8(8%) disagreed and 26(27%) strongly disagreed with a mean of 3.06. On the other hand, 19(73%) of the teachers agreed that most of the displaced students feared they would drop out of school for lack of basic needs. Nevertheless, 5(19%) thought that displaced students might not drop out of school as a result of displacement.

Socialization is a very important aspect in schooling. Displaced students tend to exhibit anti-social behaviour. In this study, 19(73%) of the teachers agreed that displaced students tended to be anti-social around the school community. Such behaviours included use of abusive language and show of aggression. This anti-social behaviour was attributed to the stereotypes ascribed by the community to internally displaced persons. Majority 60(63%) of the students agreed that they had a challenge coping with friends due their status as IDPs. Another group 76(79%) of the displaced students confirmed that they needed special support to get along with friends. They added that parents of displaced students rarely visited their children in school to assess their academic progress as indicated by 54(56%) of the students who agreed that parents rarely visited them in school. However, 29(30%) of the students reported that their parents regularly visited schools to assess the academic progress of their children.

It has been observed that learning entails becoming someone with abilities, tools and resources needed to improve life (Scalon, 2011). This means that educational institutions require all the necessary equipment to support effective learning. In line with this, the study sought to ascertain the influence of forceful eviction on the infrastructure of educational institutions in the study area. From the research results, 48(48%) strongly agreed, 27(27%) agreed, 3(3%) were undecided, 12(12%) disagreed

and 11(11%) respondents strongly disagreed that their respective schools lost materials and equipment during eviction. Majority of the students 73(76%) and teachers said their schools had lost textbooks. The students also could not provide report forms, medical reports, birth certificates and exercise books because, as they reported, these materials had been destroyed during eviction. The students further said that they found it difficult to enrol in new schools since the teachers in their former schools could not provide written evidence to confirm the actual level of education of a student, as these materials had been lost.

The study also sought to establish whether or not displaced students had been provided with counselling services. Majority of the respondents reported that the displaced students had not been counselled properly to cope with the challenges associated with displacement. Even though guidance and counselling services were provided in school, 11(42%) of teachers agreed that the counselling was not adequate. Based on the above research findings, it is clear that most of the psychological needs of the displaced students had not been met in their new schools and communities.

4.3.2 The Role of the School Community in Supporting the Schooling of displaced high School Students

The second objective for this research was to find out the role played by the school community in supporting the schooling of displaced high school students in the study area. The displaced student respondents were, therefore, asked to state whether or not they required any kind of support and to identify the nature of the support they required. Schools provided additional support otherwise not found in camps. This includes structure, a safe space, and an opportunity for a better future. Tangibly speaking, schools can provide meals for children, helping to address the issue of malnutrition, and schools are able to provide instruction on the spread and prevention

of diseases affecting camp life. The students' responses were as indicated in table 4.4 and figure 4.6 below.

Table 4.4: Students' Responses on the Kind of Support they Required

Needs required by displaced	Frequency	Percentage
Financial	53	57%
Counselling	35	38%
Moral	5	5%

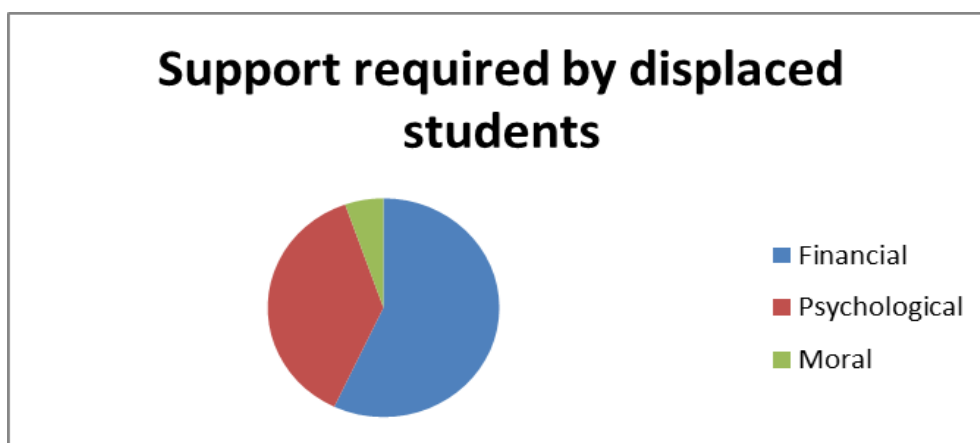


Figure 4.6: Students' responses on the kind of Support they require

A close scrutiny of the above findings indicate that financial needs were the most pressing of all the needs that displaced students required. As shown in the Table 4.4, 53(57%) of the students said they needed financial support. A good number 35(38%) of them also said they needed psychological assistance. Only 5(5%) of the students reported that they needed moral support.

The students were further probed on whether or not they had psychological help from a professional person after the displacement and whether or not the psychological help

they received was adequate. Their responses to this item were as shown in Table 4.5 below.

Table 4.5: Psychological Help accorded to Displaced Students

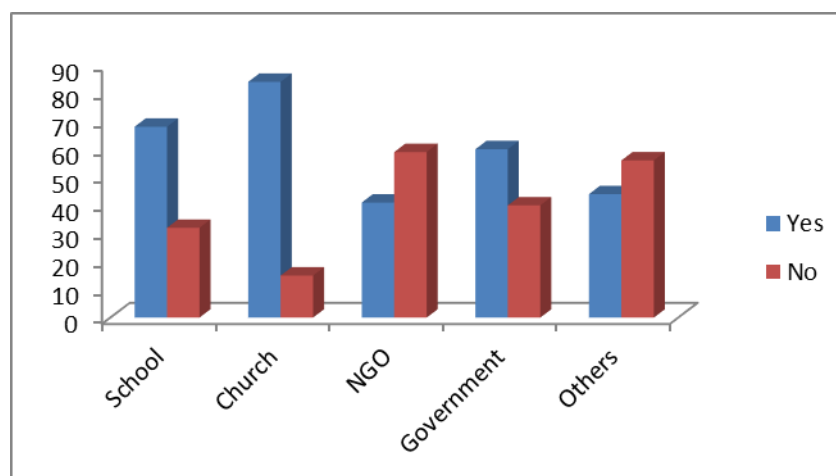
Variables	F (YES)	F (NO)
Have you ever received counselling from a professional person after the eviction?	63(78%)	18(22%)
Was the counselling as received above adequate?	35(48%)	36(49%)

It can be deduced from the Table 4.5 above that majority 63(78%) of the displaced students had received counselling. The students reported that they had received psychological counselling from pastors and teachers. Only 18(22%) of the students said they had not received any counselling from a professional person. However, of those who had received counselling, 36(49%) noted that the counselling was not adequate. According to Ogina (2008), teachers are unable to respond appropriately to such special needs of learners because they are not properly trained to deal with special circumstances. Victims of any disaster often suffer from post-traumatic stress. Displaced students are no exception. Counselling could be an important tool for educators to help such students alleviate the negative effects of post-traumatic stress on their life and schooling experiences.

The respondents were further asked to state if they had received any assistance from the schools, the church, NGOs, government or other social actors. The statistical data obtained from this item was as shown in Table 4.6 and Figure 4.7 below.

Table 4.6: Nature of the Support Received

Nature of the support received	Frequency	Percentage %
Bursaries	70	73
Clothing	30	43
Counselling	28	31
Housing	8	9
Prayers	23	24
Writing materials and text books.	92	96
Uniform	19	20

**Figure 4.7: Nature of assistances given to displaced high school students**

From the comparative bar graph above (Figure 4.7), it can be inferred that the church played a bigger role in assisting displaced students. This was attested to by 81(84%) of the respondents who indicated that they had received assistance from the church. Majority of the respondents said they had received clothing and prayers from church members who often visited them in school. The school has to be a safe environment where the children can flourish without being victimized, taunted, bullied or at worst, physically harmed so the children can learn and develop (Hamilton, 2004).

The research further established that 65(68%) of the displaced students had received assistance from their respective schools to cope with the challenges of displacement. The school is one of the major socializing agents for, especially, teenagers. The above findings echo what McKinney-Vento Homeless Assistance Act (2012) who posited, that for young people separated from their parents or guardians during times of disasters, the school provides a stable and secure environment, offering structure and supports to help them overcome the trauma they have experienced and regain their academic, social and emotional footing. Even though the government of Kenya provides tuition materials for every student through subsidized secondary education, it seems that displaced students had not been specially budgeted for in those initiatives. Recognizing these challenges, some schools have consequently had to sacrifice their resources to help the displaced students. As for the nature of support that these students had received from their schools, 92(96%) of them said they had received exercise books.

Financial support was also accorded to displaced high school students. Indeed, 70(73%) of the affected students had received bursaries to aid them in paying school fees. Secondary school fees, however, although subsidized, are still prohibitive. Some girls (as well as boys) consequently worked as day laborers during school vacations to save money for school fees. The government of Kenya, through the Constituency Development Fund (CDF), provides financial assistance to needy students. This was mentioned as the main source of bursaries to displaced students which had helped to keep many of them in school.

In addition, 30(43%) of the respondents said they had received clothing from well-wishers. This had helped them to replace the clothing they had lost during eviction. Some of the students said they had received some school uniform from fellow

students. School uniform is a major requirement during admission of any student to a school. Many of the displaced students may not be able to secure admission due to lack of school uniform. As such, donations from fellow students were greatly helpful for displaced students.

Housing also constituted another form of assistance that displaced students had received. As noted earlier, 62(65%) of students have not built new houses since their houses had been demolished or ever since they were evicted from their homes. According to McKinney Vento (2012), children and youth who suffer direct displacement as a result of disasters, like other students in homeless situations, are often condemned to live in a variety of unstable, temporary arrangements. From the table 4.6, however, 9% of the respondents said they had been assisted by well-wishers to build new houses. This figure corroborates the findings of the UNHCR Kenya (2011), which states that only about 11% of the displaced households live in permanent structures while 66% live in semi-permanent structures such as mud-walled and grass thatched houses.

In addition, 11% of the households live in makeshift structures made of twigs, polythene papers or boxes while another 10% live in tents (UNHCR, 2011). Congestion is a major problem for IDPs in camps and in other collective settlements as well as those who have rented houses or integrated with their relatives and friends. Some of the IDPs in the study said they returned to their ancestral homes but had been rejected by their relatives. This reiterates the view by UNHCR (2011) that in Homa Bay, some of the returning IDPs have been alienated by their family members who see them as intruders who abandoned their ancestral land long ago and have returned to cause problems.

The study also required the respondents to identify strategies that can be used in the education sector to help displaced students to amicably pursue their education. Their responses to this item were as indicated in Table 4.7 below.

Table 4.7: Strategies that can be used in Education Sector to help Displaced Students

Strategies that can be used to help displaced students	No:	%
Incorporate them to be boarders	16	61.54
Provide school fees	13	50.00
Provide writing material	10	38.46
Enrol the on sponsorship programs	8	30.77
Proper guidance and counselling services.	5	19.23
Provide them with uniform	2	7.69

As indicated in the Table 4.7 16(61.5%) of the respondents suggested that displaced students should be incorporated into the school system as boarders. This would help them find more permanent accommodation and reliable daily meals, thus relieving them of the burden of worrying about these basic requirements and freeing them to study. Another group 13(50%) of the respondents said displaced students should be helped with provision of school fees. It was also proposed that students should be provided with writing material 10(38.5%), helped to enrol in sponsorship programmes 8(30.8%), assisted with proper guidance and counselling services 5(19.2%) and were provided with uniforms 2(7.7%).

4.3.3 Challenges faced by the Displaced High School Students

The third objective of this research was to establish the challenges faced by displaced high school students. The challenges were categorized into: physiological, sociological, academic and economic. Generally, the challenges identified seemed to overlap. For instance, in Figure 4.3 62(65%) of the students had not build new houses

after their original homes had been demolished or after they had been evicted from those old homes. Consequently, students either stayed with their grandmothers or other relatives. This further complicated their lives as majority of the displaced students said they never got sufficient time or space to study at home.

Lack of other physical materials was also a major challenge for all the respondents. Of these, food and clothing were primary. The rest included the loss of school materials such as report forms, exercise books etc. during eviction. Those who said they never carried their personal writing materials were 77(80%) while only 19(20%) said they had managed to salvage text books and exercise books during eviction. The experiences of former refugees when entering Australian high schools showed that many refugee and IDP children experienced difficulties in forming friendships, learning the language and developing a sense of belonging. Many of the children feel excluded and isolated, they are laughed at, and felt ignored (Upton, Wright & Harwood, 2013).

Spring 2017 noted that, Preliminary research has shown that many refugee and IDP children in Icelandic schools have had trouble attaining Icelandic friends, they have tended to not participate in afterschool activities and many of them struggled with school since they thought the language was difficult to learn. Many students also did not feel like they were part of the school community or the Icelandic community even if most of them said they were happy at school. Furthermore, many of the children had experience of being bullied at some point, mostly because of their language skills or race.

It was, therefore, inferred from the research data that the main physical challenge faced by displaced students in school was lack of writing materials. The students were further asked to describe their psychological state after displacement. Of the

respondents, 85(89%) said they felt confused and disturbed, with a mean of 4.17 and standard deviation of 1.06. as argued by Walsh, Este, Giurgiu and Krieg (2011) that the experience of negative events can have a detrimental effect on the emotional and social development of the children as well as on their capacity to adapt to new conditions in a receiving state. Moreover, the students reported that they still suffered from the effects of the ordeal of forceful eviction even though they were already in their new schools as a result displaced. Most of them said they at times were absent minded in class. As argued by Ladd, Gill and Marszalek (2006), the psychological well-being of children is likely to be in jeopardy once they experience scenes of destruction.

Table 4.8: Challenges faced by Displaced High School Students (Students' Views)

Challenges faced by displaced high school students	Frequency	%
Lack of school fees	91	94.79
Lack of basic needs(food, shelter, clothing)	80	83.33
Those displaced fear of future displacement.	60	62.50
School absenteeism	58	60.42
Being labelled as IDP	40	41.67
Working to earn a living	21	21.85
Lack of concentration in class	9	9.38
Drop in academic performance	3	3.13

From the Table 4.8 above, most displaced students had problems with school fees 91(95%), followed by those who had problems acquiring basic needs at home 80(83%). Other challenges identified included fear of future displacement 60(63%), school absenteeism 58(60%), stereotyping 40(42%), having to juggle studies with working for a living 21(22%), lack of concentration in class 9(9%) and poor academic performance 3(3.0%). The UNHCR Kenya (2011) has reported that in other places

IDPs suffer stigma and discrimination in employment merely for being IDPs. In Lanet, Nakuru, IDPs complained that they are perceived as the cause of increase in crime in the area (UNHCR, 2011). The students reported that IDPs are sometimes derogatively referred to as the “tent people”. They arguably observe that displaced children are especially forced to engage in child labour in order to supplement family income. According to the respondents, in some cases, families hosting IDPs exploit children and women for free or cheap labour.

The teachers were also asked to indicate what they perceived as the major challenges that displaced students faced in relation to their educational experiences. Their responses were as summarized in Table 4.9 below.

Table 4.9: Teachers’ Perceived Challenges Facing Displaced High School Students

Challenges facing displaced students	Frequency	%
Lack of participation in class	15	57.69
Lack of school fees	13	50.00
Lack of learning materials	9	34.62
Lack of basic needs	8	30.77
Psychologically unstable	6	23.08
Lack of concentration	5	19.23
Feeling isolated	3	11.53
Fear of dropping out of school	3	11.53
Low self esteem	1	3.85

From Table 4.9, the greatest challenge faced by displaced high school students was lack of participation in class 15(57.7%). This was followed by lack of school fees 13(50.0%) and lack of learning materials 9(34.6%). Other challenges facing displaced students were lack of basic needs 8(30.8%), psychological instability 6(23.1%), lack

of concentration 5(19.2%), feeling isolated 3(11.5%), fear of discontinuing studies 3(11.5%) and low self-esteem 1(3.9%).

The school principals were similarly asked to indicate the challenges they perceived to be afflicting the displaced students in their respective secondary schools. The head teachers' respondents to this item were as presented in Table 4.10 below.

Table 4.10: Principals Perceived Challenges Faced by Displaced High School Student

Challenges facing displaced students	Frequency	%
Fear of dropping out of school	4	100
Absenteeism in school	3	75
Fear of poor performance academically	3	75
Walking for long distances	3	75
Lack of school fees	3	75
Psychologically disturbed	2	50
Low self esteem	2	50

From the table above, according to all 4(100%) the principals, the greatest challenge for displaced students was the fear of discontinuing their studies. Other challenges identified by the principals included absenteeism from school 3(75%), fear of failure in academics 3(75%), walking for long distance to and from school 3(75%), lack of school fees 3(75%), psychological instability 2 (50%) and low self-esteem 2(50%).

Based on the study findings, lack of basic needs and lack of school fees are two of the major challenges facing displaced high school students. Psychological challenges have also affected the self-esteem of the teenagers which has negatively impacted on their academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary of the research findings based on the three research questions. It also presents the conclusion and recommendations based on the findings of the study. The chapter further makes suggestions for further research.

5.2 Summary of Findings

The first objective of the study was to find out the educational needs of displaced high school students. The study established that although all the students in the schools had varied educational needs, displaced students had more needs in addition to their normal adolescent challenges of growth and development. The study further found that the students needed psychological motivation most. First, the students said they would be motivated to be in school if they were not displaced. Although the government has done a lot to support the schooling of Kenyan children, displaced students have continued to lack money to pay school fees and other additional levies. This has forced many displaced students to engage in part timework to meet their basic needs.

Maslow (1943) postulated in his Theory of Human motivation that physiological needs must be met first before safety and security needs. Added to the fact displaced students lack basic needs at home, their greatest fear was the fear of future eviction. The study revealed that psychological needs were the major educational needs required by displaced high school students. This is a need that can be bridged through proper counselling and motivation. According to Ladd, Gill and Marszalek (2006), psychological well-being of children is affected when children experience destruction.

The study by Ladd *et al.* (2006) that was done on children who faced Katrina, it was reported that they experience emotional stress and trauma. After being ripped out of their homes under terrifying conditions, travelling halfway across the country, living with large groups of people, and moving around to different schools, children felt stressed and overwhelmed which can cause a major impact on academic performance. With so many stressors weighing on a child's mind, it makes it difficult to focus on school work and achieving good grades. A student in dire need of psychological counselling is likely to lose their will and motivation to achieve anything in life.

The study also found that material needs are required by students in order to sustain them in school. Writing materials, text books, food and clothing, especially uniforms among others are required by displaced students for their schooling to be efficient. The displaced high school students reported that they lost most of their physical material property during eviction, which had been the main impediment to their schooling. Birth certificates and previous academic performance of the learner are necessary documentations for enrolling in a new school. Where these documents are unavailable, it would be difficult for the learner to be promoted to the next class. This was the case for Olposimoru forest evictees. Learners were denied promotion to the next class because of lack of evidence that they were in school.

The sociological needs that the students reported included separation from family members, social networks and communities, lack of shelter or problems related to camps, discrimination, stigmatization and sometimes criminalization, lack of personal documents which often restricts access to services, such as healthcare and education, the loss of social support systems and community solidarity. Mayer and Jencks (1989) have argued that young people who grow up in disadvantaged neighbourhoods fare substantially worse than those who grow up with more affluent neighbours on a wide

variety of health and socioeconomic outcomes. The fundamental feature of forced displacement is that it causes a profound unravelling of existing patterns of social organization. When people are forcibly displaced, production systems are dismantled. Long-established residential communities and settlements are disorganized, while kinship groups and family systems are often scattered.

The second objective of the research was to find out the role played by the school community in supporting the schooling of displaced high school students. It was established that psychological counselling was provided to displaced students, but it was not adequate. Support groups included schools that provided writing materials, churches that offered prayers and counselling. NGOs also provided blankets and the government provided bursaries. Notably, teenagers for who are separated from their parents or guardians by a disaster, the school provides a stable and secure environment, offering structure and support to help them overcome the trauma they have experienced and regain their academic, social and emotional footing (McKinney-Vento Homeless Assistance Act, 2012). The McKinney-Vento Homeless Assistance Act (202) further argue that unaccompanied homeless youth may not know how to access emergency services provided through support agencies, such as housing, food, medical, and trauma support; therefore, coordination between schools and relief or service providing agencies will ensure that youth on their own will find the most expedient path to help. Most of the displaced students suggested that they ought to be incorporated into boarding schools so that they can evade challenges of housing and basic needs at home.

The last objective of this study was to find out the challenges facing displaced students. It was found that displaced students' main challenge was lack of writing materials. Majority of the students did not come along with the required school

materials as a result of eviction. Consequently, they found it difficult to secure admission in the new school. Lack of uniforms was another challenge facing them. Most schools did allow displaced students to wear civilian clothes while in school as they (the students) looked for official school uniform.

One of the major basic human needs that students lacked were housing. Displaced students lacked proper housing at home either they are putting up at a relative's houses or grandmothers which had become a major challenge to their schooling. It was also established that displaced students feared that they might drop out of school due to lack of basic requirements. They also feared that eviction might take place in future which is a major de-motivating aspect of schooling.

5.3 Conclusion

Based on the study findings, a number of conclusions were drawn according to the study objectives. First, displaced students have varied educational needs, in addition to their normal adolescent challenges of growth and development. They mostly needed psychological motivation and support. They also need money to pay school fees. Students also have other material and sociological needs such as teaching and learning materials, housing and a sense of family.

Secondly, already, displaced students have received some level of support from a school community. This support has come mainly from their colleagues, schools, NGOs and churches. The schools have helped to provide writing materials while the churches had offered prayers and counselling. NGOs have also provided blankets and the government has provided bursaries to support fee payment for displaced students.

Thirdly, displaced students faced many challenges such as lack of writing materials and school uniforms. Most of them lost their personal items and school requirements

during eviction. Lack of proper housing was also a major challenge for them. Moreover, displaced students constantly fear that they may be forced to drop out of school due to lack of basic requirements for effective schooling. They also fear to be further evicted from their present places of residence leading to further disruption of their studies.

5.4 Recommendations

The study gained an in depth understanding of the schooling experiences of displaced high school students. It was evident that displaced high school students are struggling with unmet psychological, physiological, economic and sociological needs. Although the school community can provide for the needs of displaced students, their needs are so numerous that it required further intervention by various stakeholders.

The government should develop a realistic and sustainable approach to ensure displaced high school students continue with their schooling. Displaced students need financial support their stay in school. In a nut shell, the forced eviction carried by any institution should not disadvantage the schooling of high school students.

This study further recommends the following:

- 1) Peer support group should be formed to provide guidance and counselling for those affected by displacement.
- 2) The government should give adequate time to illegal inhabitants before eviction is done. This will give victims have smooth transition to other places. Moreover, the victims should be compensated before eviction is done.
- 3) The government, churches, schools and non-governmental agencies should assist the orphans by paying fees. They should also find resources for training

of school teachers in diagnosing psycho-social challenges facing displaced students.

- 4) Well-wishers should assist displaced student to be boarders in schools so as to alleviate challenges of lack school fees and lack of basic needs at home.
- 5) The Government should undertake a comprehensive inventory of the situation of all categories of IDPs in Kenya with a view to determining the appropriate assistance required.

5.5 Suggestions for Further Research

The following areas are recommended for further research:

1. Based on the issues that arose during this research, it is suggested that further research be conducted using survey design to establish the effect of armed displacement on the socialization process of high school students.
2. Further research can be conducted on the long term effects of displacement of population on academic achievement of high school students.
3. Further research can me conducted on the role of NGOs in mitigating the effects of forced displacement.

REFERENCES

- Matveeva, A. (2006). *Early Warning and Early Response: Conceptual and Empirical Dilemmas*. European Centre for Conflict Prevention, Den Haag.
- Douma, A. (2016). *Forest people forced off their land in the name of conservation*. Retrieved from <https://www.ciel.org/wp-content/uploads/2017/11/Forest-people-forced-off-their-land-in-the-name-of-conservation.pdf>
- Amnesty International (2016). *Kenya: Submission to the United Nations Committee on Economic, Social and Cultural Rights*. 57th Session, 22 February – 4 March 2016, London.
- Barrett, E. J., Ausbrooks, C. Y. B., & Martinez-Cosio, M. (2008). The school as a source of support for katrina-evacuated youth. *Children, Youth and Environments*, 18, 202-235.
- Bee, H. L. (1992). *The developing child*. London: HarperCollins.
- Borg, W. R., Gall, J. P., & Gall, M. D. (1993). *Applying Educational Research: A Practical Guide*. New York: Longman.
- Carnegie Council on Adolescent Development (1989). *Turning points: Preparing American youth for the 21st century*. Washington, DC: Carnegie Council on Adolescent Development.
- Ngimwa, P., & Wilson, T. (2006). An empirical investigation of the emergent issues around OER adoption in Sub-Saharan Africa. *Learning, Media and Technology*, 37(4), 398-413.
- Cernea, M. M. (1995). Understanding and preventing impoverishment from displacement: Reflections on the state of knowledge. *Journal of Refugee Studies*, 8(3), 245-264.
- Cernea, M. M. (2000). Risks, Safeguards, and Reconstruction: A Model for Population Displacement and Resettlement. In M. M. Cernea, & C. McDowell, (Eds.), *Risks and Reconstruction: Experiences of Resettlers and Refugees*. Washington D.C.: The World Bank.
- Clifford, M., Miller, T., Stasz, C., Goldman, C., Sam, C., & Kumar, K. (2013). *How effective are different approaches to higher education provision in increasing access, quality and completion for students in developing countries? Does this differ by gender of students? A systematic review*. RAND Corporation.
- Cooper, H. M. (1984). *The integrative research review: A systematic approach*. *Applied social research methods series* (Vol. 2). Beverly Hills, CA: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

- Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognitions following failure. *Journal of Personality and Social Psychology*, 36, 451-461.
- Din, N. U. (2009). *Internal Displacement in Pakistan: Contemporary Challenges*. Human Rights Commission of Pakistan.
- Downing, J. (2002). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (2nd ed.). Baltimore: Brookes.
- Dryden- Peterson, S. (2011). *Refugee Education*. UNHCR.
- Dryden-Peterson, S. (2011). The Politics of Higher Education for Refugees in a Global Movement for Basic Education. *Refugee*, 27(2), 10-18.
- Du Plessis, J. (2006). Forced evictions, development and the need for community-based, locally appropriate alternatives: Lessons and challenges from South Africa, Ghana and Thailand. In M. Huchzermeyer, & A. Karam, (Eds.), *Informal settlements: A perpetual challenge?* (pp.180-206). Cape Town: UCT Press.
- Elizabeth, F., & Rebecca, W. (2010). *Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict*. The Brookings Institution.
- Ferris, E., & Winthrop, R. (2011). *Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons Affected by Conflict*. UNESCO.
- Forero, E. (2003). *El Desplazamiento Interno Forzado en Colombia. Conflict and Peace in Colombia: Consequences and perspectives for the Future*. Washington D.C.: Kellogg Institute.
- Fothergill, A., & Peek, L. (2006). *Surviving catastrophe: A study of children in Hurricane Katrina. Learning from catastrophe: Quick response research in the wake of Hurricane Katrina*.
- Freeman, J. P. (2007). Community colleges in higher education: The role of community colleges in serving the underserved student. *Planning for Higher Education*, 35(3), 56-62.
- Goenjian, A. K., Steinberg, A. M., Najarian, L. M., Fairbanks, L. A., Tashjian, M., & Pynoos, R. S. (2000). Prospective study of posttraumatic stress, anxiety, and depressive reactions after earthquake and political violence. *American Journal of Psychiatry*, 157, 911-916.
- Hajir, A. (2015, October 18). Kenya: Education Crisis in Northeastern - Schooling On the Frontline. *Daily Nation*. Retrieved April 10, 2017 <http://allafrica.com/stories/201510190490.html>
- Hesse-Biber, S. N., & Leavy, P. L. (2006). *Emergent Methods in Social Research*. London: Sage.

- Howse, R. B. (1999). *Motivation and self-regulation as predictors of achievement in economically disadvantaged young children*. Dissertation Abstract International, 60-66B.
- Ibáñez, A. M., & Moya, A. (2010). Do Conflicts Create Poverty Traps? Asset Losses and Recovery For Displaced Households in Colombia. In *The Economics of Crime: Lessons for and from Latin America* (pp. 137-172). University of Chicago Press.
- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists* (1st ed.). Sage Publications Ltd.
- Jorgensen, D. L. (1989). *Participant Observation: A Methodology for Human Studies*. SAGE.
- Ladd, A., Gill, D. A., & Marszalek, J. (2007). Riders from the Storm: Disaster Narratives of Relocated New Orleans College Students in the Aftermath of Hurricane Katrina. *Journal of Public Management and Social Policy*.
- Lowiti, (2013). *The Socio-Economic Impact of Deforestation and Eviction: A Study of the Ogiek Community of the Mau Forest, Kenya*. University of Nairobi.
- Lupton, R. (2004). *Understanding local contexts for schooling and their implications for school processes and quality*. British Educational Research Association newsletter. Research Intelligence, 89, November.
- Macksoud, M. S., & Aber, J. (1996). The war experiences and psychosocial development of children in Lebanon. *Child Development*, 67, 70-88.
- Mahan, G., & Johnson C. (1983). Portrait of a dropout: Dealing with academic, social and emotional problems. *NASSP Bulletin*, 6, 80-83.
- Mapiko, E., & Chinyoka, K. (2013). The Plight of Internally Displaced Children: A Case of Zimbabwe. *Greener Journal of Educational Research*, 3(9), 432-443.
- Marshall, C., & Rossman, G. B. (2006). *Designing Qualitative Research*. Thousands Oaks: Sage Publication.
- Mayer, S. E., & Jencks, C. (1989). Poverty and the distribution of material hardship. *Journal of Human Resources*, 88-114.
- McCormack, T. W. (1998). *Theories of Reading in Dialogue: An Interdisciplinary Study*. New York, NY: University Press of America.
- Mertus, J. (2003). Sovereignty, gender, and displacement. In N. Edward, & S. Joanne, (Eds.), *Refugees and forced displacement: International security, human vulnerability, and the state* (pp. 250-273). Tokyo, Japan: United Nations University Press.
- Mooney, E., & French, C. (2005). *Barriers and Bridges: Access to Education for Internally Displaced Children*. Washington, D.C.: Brookings Institution.

- Mooney, E., Kalin, W., & Susan, M. (2007). *When displacement ends: A framework for durable solutions*. The Brookings Institution – University of Bern, Project on Internal Displacement.
- Morgan S. L. (2005). *On the Edge of Commitment: Educational Attainment and Race in the United States*. Palo Alto, CA: Stanford University Press.
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research Methods: Quantitative and qualitative Approaches*. Nairobi: Acts Press.
- Office for the Coordination of Humanitarian Affairs (OCHA) (1999). *Guiding Principles on Internal Displacement*. New York: OCHA.
- Ogina, T. (2015). Teachers' Perceptions and Expectations of Community and Government Involvement in Supporting Orphaned Learners. *Int J Edu Sci*, 11(2), 220-226.
- Parke, R. D., & Locke, V. O. (1999). *Child psychology: A contemporary view point* (5th ed.). New York: McGraw-Hill.
- Peil, M. (1995). *Social Science Research Methods. A Handbook for Africa* (2nd ed.). Nairobi: East African Educational Publishers Ltd.
- Picou, J. S., & Marshall, B. K. (2007). Katrina as Paradigm Shift: Reflections on Disaster Research in the Twenty First Century. In L. D. Brunson, D. Overfelt, & J. S. Picou (Eds.), *The Sociology of Katrina: Perspectives on a Modern Catastrophe* (pp. 1-20). Lanham, MD: Rowman & Littlefield.
- Pkalya, R., Adan, M., & Masinde, I. (2003). *A Focus on the Internally Displaced Conflict Victims in Northern Kenya*. ITDG-EA.
- Reich, J., Zaura, A., & Hall, J. S. (Eds) (2010). *Handbook of Adult Resilience*. New York: The Guilford Press.
- Republic of Kenya (1976). *The Gachathi Report*. Nairobi: Government Printers.
- Rhoades, A. (2010). *Displaced Futures: Internally Displaced Persons and the Right to Education*. El Rodeo, Costa Rica: United Nations University for Peace.
- Rivkin, S. (2006). *Cumulative Nature of Learning and Specification Bias in Education Research*. Unpublished manuscript.
- Rono, G. (2015). Families in left homeless after eviction from Mau Forest. *Daily Nation*. Retrieved April 5, 2016 from <http://www.reliefweb.int/report/kenya/families-left-homeless-after-eviction-mau-forest>
- Sang, J. K. (2010). *The Ogiek in Mau Forest*. Retrieved from <https://www.forestpeoples.org/sites/fpp/files/publication/2010/10/kenyaeng.pdf>

- Sabatier, P. A., & Jenkins-Smith, H. C. (1993). The advocacy framework: Assessment, revisions, and implications for scholars and practitioners. In P. A. Sabatier, & H. C. Jenkins-Smith, (Eds.), *Policy change and learning: An advocacy coalition approach* (pp. 211-235). Boulder: Westview Press.
- Sacerdote, B. (2008). *When the saints come marching in: Effects of Hurricanes Katrina and Rita on student evacuees*. Discussion paper, National Bureau of Economic Research.
- Tracy, S. J. (2013). *Qualitative Research Methods Collecting Evidence, Crafting Analysis, Communicating Impact*. John Wiley & Sons, Ltd.
- Sassoon, J. (2009). *The Iraqi Refugees: The New Crisis in the Middle East*. London and New York: I.B. Tauris.
- Scalon, L. (2011). *"Becoming" a Professional: an Interdisciplinary Analysis of Professional Learning*. Springer Science & Business Media.
- Schmeidl, S. (2003). The early warning of forced migration: State or human security? In E. Newman, & J. van Selm, (Eds.), *Refugees and forced displacement: International security, human vulnerability and the state* (pp. 130-155). Tokyo, New York, Paris: United Nations University Press.
- Simmons, R. G., Burgeson, R., Carlton-Ford, S. L., & Blyth, D. A. (1987). The impact of cumulative change in early adolescence. *Child Development*, 58, 1220-1234.
- Sullivan, S. (2013). Banking nature? The spectacular financialization of environmental conservation. *Antipode*, 45(1), 198-217.
- The Star (2015). Kenya: 5,000 Mau Forest Settlers Claim They Were Evicted Despite Court Order. *The Star*. Retrieved April 10, 2017 <http://allafrica.com/stories/201504271476.html>
- UNESCO (2000). *Education for All: Meeting our Collective Commitments*. The Dakar Framework for Action, UNESCO.
- UNHCR (2011). *Global Appeal 2011 Update*. Retrieved April 10, 2017 from <http://www.unhcr.org/4cd9734c9.html>
- UNHCR (2014). *Internally Displaced People Figures*. Retrieved from <http://www.unhcr.org/pages/49c3646c23.html>
- UNICEF (2015). *The Impact of Boko Haram and Armed Conflict on Schooling in Cameroon's Far North*. UNICEF.
- Wafula, N. (2010). *The Mau Forest in the Rift Valley: Kenya's Largest Water Tower: a Perfect Model for the Challenges and Opportunities of a Sustainable Development Project?* Retrieved from https://www.fig.net/resources/proceedings/fig_proceedings/fig2010/papers/ts02e/ts02e_nabutola_4755.pdf

- Williams, J. R. A. (2010). *The Impact of Conflict and Displacement (2006-2010) on Education in Sri Lanka*. UNESCO.
- Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Ximena, D. (2013). *Internal displacement and the education of school-aged children in Colombia*. Columbia University.

APPENDICES

Appendix I: Questionnaire for Students

This questionnaire seeks to identify the schooling experiences of displaced students in secondary school. The information you provide will be used only for the purposes of this research and will keep confidentially.

Instruction

1. Indicate your response in the spaces provided by putting a tick () or by filling the information required.
2. Do not write your name
3. Your honest participation in this study will highly be appreciated

PART I: PERSONAL INFORMATION

1. Name of your school _____
2. Name of your previous school _____
3. Gender: Female [] Male :[]
4. Indicate your age _____ years
5. Your form _____
6. Category of your school public [] private []
7. What position did you take last term exams _____
8. Have your parents build another house since you were displaced?

9. If no, where do you stay in _____ e.g. uncle, grandparents home.
10. When were you evicted from Olposimoru forest?

PART II: INFORMATION ON THE NEEDS OF DISPLACEMENT HIGH SCHOOL STUDENTS

Indicate with a tick, the extent of your agreement or disagreement with the statement given below in the appropriate places.

Note the following abbreviation will stand for the following words.

- SA -Strongly Agree
 A - Agree
 U - Undecided
 D - Disagree
 SD -Strongly Disagree

No	STATEMENT	SA	A	U	D	SD
1.	I find myself thinking about demolition of our home in the forest.					
2.	Displaced pupils feel de-motivated to attend school.					
3.	I feel disturbed when my friends talked about forest evictions.					
4.	If we were not evicted, I would feel motivated to be in school.					
5.	I need special support to get along with my friends.					
6.	At time displaced pupils lose concentration or absent minded in class.					
7.	At times a feel to absent myself from school because I feel de-motivated.					
8.	I have problems getting basic needs at home					
9.	Since I was evicted I find it difficult to pay school fees.					
10.	Since we were evicted I have been receiving bursary from the government or well-wishers.					
11.	I lost text books and school materials during eviction					
12.	Displaced pupils do not get sufficient study time at home.					
13.	We lost our source of livelihood after eviction.					
14.	At times I engage in small businesses to carter for my personal needs.					

15.	Parents rarely visit displaced students to assess the academic performance.					
16.	I have a challenge coping with friends due to my status as IDP person					
17.	Since I was displaced I have performed poorly academically.					
18.	I fear the displacement might occur in future.					
19.	Displaced students need psychological counselling to cope with trauma caused by forced eviction					
20.	Since we were evicted I have been receiving bursary from the government or well wishers.					

PART III: OPINIONS AND VIEWS ABOUT SUPPORT SYSTEM OF DISPLACED STUDENTS

1. Do you think you require any kind of support as displaced student?

Yes [] No [] Don't know []

If yes what kind of support do you need? E.g. financial, counselling, moral etc.

.....

.....

.....

.....

2. Have any of the following groups helped you to cope with the challenges of eviction? Write yes or no in the spaces provided.

The school _____

The church _____

Non-governmental organization _____

The government _____

Others _____

If yes, what kind of support did you received? E.g. bursaries, clothing, counselling, housing, prayer, books and writing materials.

.....
.....
.....

3. Did you come a long with your school materials such as report form, excise books etc during forced eviction?

Yes [] No [] Do not know []

If no who provided you with the materials you lost?

.....
.....
.....

4. Have you ever received counselling from a professional person like counsellor, pastor as a result of eviction?

Yes [] No [] Don't know []

If yes was the counselling adequate?

Yes [] No [] Don't know []

PART IV: CHALLENGES FACED BY DISPLACED STUDENTS AS A RESULT EVICTION

1. Write the major problems you faced when you were evicted from the forest.

.....
.....
.....

2. How does the problems in (1) above do affect your education in school?

.....
.....
.....

3. Do you at times feel like you want to go back to your former school?

YES [] NO []

Give the reason

.....
.....
.....

4. How do you rate your academic performance since you came to this school?

Poor []

Below Average []

Average []

Above Average []

5. a. How many day have you missed school this term.

.....

b. Give the main reason why you missed school.

.....

.....

c. Do you make up for the time lost when you reach school?

.....

6. A. Have you ever come to school late at reporting day?

Yes [] No [] Do not know []

b. Give the main reasons why you were late.

.....

.....

7. Are teachers aware of your displacement?

Yes [] No [] Do not know []

8. Did you come a long with your school materials such as report form, excise books etc. during forced eviction?

Yes [] No [] Do not know []

9. In your opinion, do displaced pupils participate fully in class activities like pupils who were not displaced?

Yes [] No [] Do not know []

10. Did you find it difficult to get admission to the new school due to lack of documentation such as report form, Birth certificate?

Yes [] No [] Do not know []

THANK YOU VERY MUCH

Appendix II: Questionnaire for Teachers

This questionnaire seeks to identify the schooling experiences of displaced students in secondary school. The information you provide will be used only for the purposes of this research and will keep confidentially.

Instruction

1. Indicate your response in the spaces provided by putting a tick () or by filling the information required.
2. Do not write your name
3. Your honest participation in this study will highly be appreciated

PART I: PERSONAL INFORMATION

1. Name of your school _____
2. Gender Female [] Male []
3. How long have you been a Teacher
 0-3 yrs [] 4-6 yrs [] 7-9yrs [] 10 yrs and above. []
4. Your level of education
 P1 [] Dip [] Degree [] others _____
5. Number of displaced pupils in your class _____ (indicate no.)
6. Total number of students in your class _____ (indicate no.)

PART II: INFORMATION ON THE NEEDS OF DISPLACED STUDENTS

1. Displaced students need psychological counselling?
 Yes [] No [] Do not know []
2. Guidance and counselling services are held regularly to address the needs of displaced students.
 Yes [] No [] Do not know []
3. How do you rate academic performance of displaced children last term?
 Poor []
 Below Average []
 Average []
 Above Average []
4. Do displaced pupils regularly attend school?
 Yes [] No [] Do not know []

5. Displaced pupils who failed to attend school regularly are assisted to make-up for the work covered, e.g. class assignments etc.
Yes [] No [] Do not know []
6. Displaced pupils have unique problems that that destabilizes their education.
Yes [] No [] Do not know []
7. Do guardians/parents pay regular visit to school to assess the academic progress of their pupils?
Yes [] No [] Do not know []
8. Do displaced pupils feel de-motivated to academic work?
Yes [] No [] Do not know []
9. Displaced pupils do not seem to have enough time to do their homework.
Yes [] No [] Do not know []
10. Displaced pupils do not seem to have enough learning materials.
Yes [] No [] Do not know []
11. Displaced students tend to be antisocial most of the times or be quiet when he/she is among others students.
Yes [] No [] Do not know []
12. Displaced students who have not been properly counselled to cope with the situation of displacement deteriorate in their academic performance.
Yes [] No [] Do not know []
13. Most of the displaced student fear they will drop out of school for lack of basic needs at home.
Yes [] No [] Do not know []

PART III: OPINIONS AND VIEWS ABOUT SUPPORT SYSTEM OF DISPLACED STUDENTS

1. Do you think displaced students require any kind of support?

Yes [] No []

If yes what kind of support do they need? E.g. financial, counselling, moral etc.

.....
.....
.....
.....
.....

2. Have any of the following groups helped displaced students to cope with the challenges of eviction? Write yes or no in the spaces provided.

The school _____

The church _____

Non-governmental organization _____

The government _____

Others _____

If yes, what kind of support did they received? E.g. bursaries, clothing, counselling, housing, prayer, books and writing materials.

.....
.....
.....
.....

3. Did displaced students came along with their school materials such as report form, excise books etc. during forced eviction?

Yes [] No [] Do not know []

If no who provided them with the materials they lost?

.....
.....
.....

4. Have they ever received counselling from a professional person like counsellor, pastor as a result of eviction?

Yes [] No []

If yes do you think the counselling adequate?

Yes [] No []

5. In your opinion what would be the best intervention strategy to support the education of displaced students?

.....
.....
.....
.....

PART IV: CHALLENGES FACED BY DISPLACED HIGH SCHOOL STUDENTS

1. Briefly explain the challenges that displaced students go through in your school.

.....
.....
.....
.....

2. How do these challenges affect their education?

.....
.....

3. a. Comment on the absenteeism of displaced pupils in your school.

.....
.....

b. What reasons to they give of their absenteeism.

.....
.....

4. In your opinion, do displaced pupils participate fully in class activities like pupils who were not displaced?

Yes [] No [] Do not know []

THANK YOU VERY MUCH

Appendix III: Questionnaire for Head Teacher

This questionnaire seeks to identify the schooling experiences of displaced students in secondary school. The information you provide will be used only for the purposes of this research and will keep confidentially.

Instruction

1. Indicate your response in the spaces provided by putting a tick () or by filling the information required.
2. Do not write your name
3. Your honest participation in this study will highly be appreciated

PART I: PERSONAL INFORMATION

1. Name of your school _____
2. Gender Female [] Male []
3. How long have you been a Head Teacher
 0-3 yrs [] 4-6 yrs [] 7-9yrs [] 10 yrs and above. []
4. Your level of education
 P1 [] Dip [] Degree [] others _____
5. Number of displaced pupils in your school _____ (indicate no.)
6. Total number of day scholar students in your school _____
 (indicate no.)

PART II: INFORMATION ON THE NEEDS OF DISPLACED STUDENTS

1. Teachers are well sensitized on the needs to motivate displaced pupils in their academic work.
 Yes [] No [] Do not know []
2. Many displaced pupils fear they will drop out of school for lack of basic needs.
 Yes [] No [] Do not know []
3. Displaced students do not get sufficient learning materials from home.
 Yes [] No [] Do not know []
4. Most displaced students missed several school days as a result of displacement situations.
 Yes [] No [] Do not know []

- 5. Many displaced students lack the required school uniform.
 Yes [] No [] Do not know []
- 6. Some displaced students lack school materials e.g. exercise books, report cards during admission.
 Yes [] No [] Do not know []
- 7. Displaced students seem de-motivated to continue with schooling.
 Yes [] No [] Do not know []
- 8. Displaced students who are not well counselled to cope with the situation of displacement deteriorate in their academic performance.
 Yes [] No [] Do not know []
- 9. Displaced students tend to be antisocial most of the times or be quiet when he/she is among others students.
 Yes [] No [] Do not know []
- 10. Do guardians/parents pay regular visit to school to assess the academic progress of their students?
 Yes [] No [] Do not know []
- 11. Parents who were displaced find it difficult to pay school fees?
 Yes [] No [] Do not know []
- 12. Many displaced students lack the requisite documentation for admission to new school eg (birth certificates, report forms).
 Yes [] No [] Do not know []

PART III: OPINIONS AND VIEWS ABOUT SUPPORT SYSTEM OF DISPLACED STUDENTS

- 1. Do you think displaced students require any kind of support?
 Yes [] No []
 If yes what kind of support do they need? E.g. financial, counselling, moral etc.

2. Have any of the following groups helped displaced students to cope with the challenges of eviction? Write yes or no in the spaces provided.

The school _____

The church _____

Non-governmental organization _____

The government _____

Others _____

If yes, what kind of support did they received? E.g. bursaries, clothing, counselling, housing, prayer, books and writing materials.

.....
.....
.....

3. Did displaced students came along with their school materials such as report form, excise books etc during forced eviction?

Yes [] No [] Do not know []

If no who provided them with the materials they lost?

.....
.....
.....

4. Have they ever received counselling from a professional person like counsellor, pastor as a result of eviction?

Yes [] No []

If yes do you think the counselling adequate?

Yes [] No []

5. In your opinion what would be the best intervention strategy to support the education of displaced students?

.....
.....
.....
.....

PART IV: CHALLENGES FACED BY DISPLACED HIGH SCHOOL STUDENTS

1. Briefly explain the challenges that displaced students go through in your school.

.....
.....
.....
.....
.....

2. How do these challenges affect their education?

.....
.....
.....
.....
.....

3. a. Comment on the absenteeism of displaced pupils in your school.

.....
.....
.....
.....
.....

b. what reasons to they give of their absenteeism.

.....
.....

4. In your opinion, do displaced pupils participate fully in class activities like pupils who were not displaced?

Yes [] No [] Do not know []

THANK YOU VERY MUCH

Appendix IV: Interview Schedule

- a) Where do the parents of displaced students camp?
- b) What challenges do the parents of displaced students faced?
- c) What are the needs of displaced high school students that are different from the students who were not affected by displacement?
- d) How did you managed to admit displaced students despite the challenges they face of identification?
- e) What should the Ministry of Education do to ensure displaced students continue with schooling?

Appendix V: Research Authorisation



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/17/92746/17732**

Date: **3rd July, 2017**

Langat Gilbert Kiprono
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Schooling experiences of displaced high school students. A case of Olposimoru Forest Evictees,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for the period ending **19th June, 2018**.

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

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Narok County.

The County Director of Education
Narok County.


Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MR. LANGAT GILBERD KIPRONO
of MOI UNIVERSITY, 158-30102 Burnt
Forest, has been permitted to conduct
research in Narok County

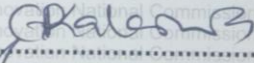
on the topic: SCHOOLING EXPERIENCES
OF DISPLACED HIGH SCHOOL
STUDENTS. A CASE OF OLPOSIMORU
FOREST EVICTEES

for the period ending:
19th June, 2018

Permit No : NACOSTI/P/17/92746/17732
Date Of Issue : 3rd July, 2017
Fee Received :Ksh 1000



.....
Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation