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**Working Paper**

## Expanding education opportunities in protracted emergencies: A case of two schools in one in Kakuma refugee camp

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## Bath Papers in International Development and Wellbeing

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### **Expanding Education Opportunities in Protracted Emergencies: A Case of Two Schools in One in Kakuma refugee camp**

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**Expanding Education Opportunities in Protracted Emergencies:  
A Case of Two Schools in One in Kakuma refugee camp**

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**Abstract**

The purpose of this article is to develop a comprehensive understanding of the innovation of the **Two Schools in One** effectiveness in expanding secondary education opportunities in refugees' settings. The study was conducted between October 2017 and May 2018 in Kakuma of Kenya. The researchers used qualitative methodologies to collect data from the teachers, students, parents and NGO representatives from UNHCR and LWF. A total of 38 respondents participated in the interview. Purposeful sampling was used to identify respondents even though the study was not aimed at achieving statistical representation of the population.

The results highlight that the theory of change is explicit in 'Two Schools in One'. Students were able to access quality education by sharing resources. This addressed issues of limited learning spaces, thus, it provided education for students and supported their transition from primary to secondary education in protracted situations. The increased demand for quality education for refugees will be met with an increased supply of teachers, more relevant learning materials and more classrooms for girls and boys. This supply and demand relationship will become self-reinforcing as more innovative approaches are considered to address the supply and demand side factors and to tackle both material challenges and knowledge/ attitudes/ practices in order to provide education to as many students as possible.

**Keywords**

Protracted emergencies, Secondary school, Kakuma refugee camp, Education and NGO

## 1 Introduction

According to a report by the Overseas Development Institute, Refugees are five times less likely to attend school than other children. Only 50% of refugee children are enrolled in primary school and less than 25% of refugee youth are enrolled in secondary. Moreover, girls are 2.5 times more likely to be out of school than boys in countries affected by conflict (Nicolai et. al, 2016).

Education is a priority for refugee families across the globe. It can help to restore a sense of normalcy for children whose lives have been disrupted, impart critical life skills, protect children from violence and exploitation, and contribute to future reconstruction and peace buildings efforts (Mendenhall et al. 2015, p.93). However, a recent report by NRC as cited in IHRC (2018) indicates that, government policy to restrict movement for refugees who do not have proper documentation and integration of refugees living in Kenya reduces their livelihoods opportunities, affects their psychosocial well-being and contributes to their over dependence on humanitarian assistance (Horn, 2010; Kenya Comprehensive Refugee Programme, 2014). Further studies reveal that quality education in refugee communities is critical achieving both individual and social economic development. Education and training can provide refugees with knowledge and skills for effective sustainable development solutions in the asylum countries, upon repatriation and or resettlement countries (UNHCR, 2017; Grandi, 2016; NRC as cited in IHRC, 2018;).

The **Two Schools in One** concept for secondary education is aimed at achieving double enrolment with shared physical infrastructure and teaching-learning materials, including 5 hours of curriculum instruction and 2 hours of co-curricular engagement implemented alternately during every single school day. The shared physical infrastructure includes desks, chairs, lockers, classrooms, laboratories, kitchen, latrines, hand-washing facilities, library, reference books, ICT facilities, playgrounds, sports facilities and assembly grounds. The concept differs from the multi-shift system because the administrative and teaching staff changes completely from morning to afternoon. The **Two Schools in One** concept means that twice as many learners use the school without additional strain on school furniture, material storage and auxiliary services such as sanitation. The critical features of the system include different uniforms for the students, two sets of teachers, two sets of Head of Departments, two Deputy Principals and one overall Chief Principal. The learning in the schools is broken down into 40-minute lessons. This study investigates the effectiveness of this innovative approach in addressing critical gaps to providing secondary education to refugees. Windle International Kenya (WIK) has been implementing *Two schools in One* model secondary school programming in Kakuma. This study was carried out in the Vision Secondary School in Kakuma run by WIK.

The article is organized into six main sections. The next section presents the context of the research. This is followed by a brief review of literature of education in Kakuma, research methodology, findings including challenges lessons learnt and the conclusion. The section on findings provides an analysis of the qualitative data gathered results thematically (i.e. by the

characteristics of two schools in one). Finally, to portray the experience of the students a student's narrative has been presented.

## 2 Context

Enrolment and retention have been problematic in the refugee camps for many years. Some of the identified reasons are attributed to overcrowded classrooms, inadequate infrastructure and limited space to construct more physical classrooms in schools. These were captured from the experience WIK acquired from implementing the secondary school projects in Kakuma and also mentioned in the report *Missing Out: Refugee Education in Crisis* by UNHCR (2016). Also, the teacher/student ratio is about 1:90, which is lower than the standard 1:45 ratio set by the Ministry of Education in Kenya. The International Network on Education in Emergencies (INEE) recommends a teacher/student ratio of 1:40 as a minimum standard for education in emergencies.

Kakuma refugee camp is located in Turkana district in North Western region of Kenya. The camp was established in 1992 and is home to 186,088 registered refugees (UNHCR, 2018)<sup>1</sup>; United Nations High Commissioner for Refugees commonly known as UNHCR manages the camps in Kakuma. The camp serves refugees and asylum seekers from 9 countries (Somalia, Ethiopia, South Sudan, Sudan, Uganda, Burundi, Democratic Republic of Congo, Eritrea and Rwanda). Many of the refugees are people who have been forcefully displaced due to civil wars or persecution in their home countries. Majority of Kakuma refugees are South Sudanese and Somalian. The camp is divided into four zones: Kakuma 1, Kakuma 2, Kakuma 3 and Kakuma 4. The blocks are based on people who are commonly related for social and physical support. The houses are usually made up of grass thatched roof huts, tents and mud houses. Life in the semi-arid environment is challenging because the environment is ill fitted for agriculture.

In the Kakuma camp, around 39% of the children are unable to go to school, despite the concerted efforts of eight agencies with limited resources attending to education and education-related activities. The current enrolment at the 14 primary school is 20,451 (8,295 girls) and 1,442 (284 girls) at the 5 secondary schools. At the primary schools, girl's enrolment is 42% compared to 17% at secondary level. UNHCR is assisted by a number of international Aid organisations as implementing partners including: Windle International Kenya (WIK), World University Service of Canada (WUSC), Lutheran World Federation (LWF), International Organisation for Migration (IOM), World Food Program (WFP), International Rescue Committee (IRC), Danish Refugee Council (DRC), National Council for Churches in Kenya (NCCCK), Film Aid Kenya (FAK), Jesuit Refugee Services (JRS), Norwegian Refugee Council (NRC), Don Bosco and few others.

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<sup>1</sup> UNHCR statistical summary as of 31-May-2018.

WIK is the organisation implementing secondary education in 5 schools in Kakuma, whilst Lutheran World Federation implements early childhood learning and primary education. UNHCR provides funding to its implementing partners who run the schools based on Kenyan Education System. About 56% of 186,088 registered refugees are children below 17 years (UNHCR, 2018). According to Lutheran World Federation Education officer, 64,993 pupils have enrolled for primary education, 13,566 in early childhood learning and 7,523 students enrolled for secondary education. As such, the total population of school going children in Kakuma enrolled in both primary and secondary is 86,082<sup>2</sup>.

WIK manages secondary education in Kakuma camp with the goal to provide quality education for refugees. It has employed about 200 secondary teachers, of which 57% are refugees who are not Kenyan nationals. The reasons behind employing refugees as teachers are to provide motivation, build their skills and capacities, which they are expected to use upon repatriation. Although, UNHCR through its implementing partners such as WIK are supporting students' access to secondary education in the refugee camp, there still exists huge education access challenges. Moreover, due to the limited space in the camps it is difficult to further expand current secondary schools as well as establish new secondary schools that would accommodate more students. Therefore, an innovative approach is required to ensure all qualifying primary school graduates can access secondary education that considers using the school infrastructure already available in the camps more effectively.

### **3 Refugee Education Policy-Kakuma**

According to UNHCR, there is commitment to ensure that refugees (including SNEs) and asylum seekers have access to basic education. Because of this commitment and concerted efforts by education stakeholders, refugees have started to realize the importance of education and hence an increase in enrolment has been observed. In recent years, the schools within the refugee camps in Kenya have seen an upsurge of over-age learners many of whom have missed out on schooling in their home countries for various reasons and are keen to get education; and make up for lost time and opportunity (UNHCR, 2016).

UNHCR funds 69% of projects implemented by International and National NGOs (UNHCR, 2017). Camp-based educational institutions are expected to accommodate the bulk of the refugee children and youth. While schools in the refugee camps are managed by UNHCR, technically they operate under the umbrella of Ministry of Education, Science and Technology (MoEST). UNHCR and UNICEF conduct ongoing policy dialogue with the Government of Kenya (GoK) to include education for refugees within its education sector policy framework. The MoEST, in collaboration with UNHCR and UNICEF, is currently developing a Comprehensive Refugee Education Policy Framework. The UNHCR education strategic objectives summarized in the chart below:

## **Kakuma Refugee Education Strategy, 2013-2016**

**Overall Goal:** Improved educational delivery for more refugee children and youth in Kakuma.

### **Strategic Objective**

**Objective 1:** Improve learning achievement in primary school.

**Objective 2:** Ensure that schools are safe learning environments for refugee girls, boys and young people.

**Objective 3:** Improve access to formal secondary education opportunities for refugee young people.

**Objective 4:** Improve access to higher education opportunities for refugee young people.

**Objective 5:** Ensure that opportunities for education are lifelong and available according to needs.

**Objective 6:** Provide access to educational opportunities as early as possible during emergency.

Kenya Comprehensive Refugee Programme (2015) states that in Kakuma education quality indicators remained below national standards with as many as 103 learners in one classroom. This state of affairs was due to the overwhelming increase in camp population, lack of adequate support materials due to budgetary constraints and high teacher turnover. The secondary school access therefore is at less than 20%.

In this camp, a 'two-schools-in-one' approach was tried out to help make up for the lack of secondary schools. Two sets of students attend, one in the morning, and one in the afternoon, each covering the 8 lessons a day as required for the curriculum. Each has their own deputy principal, heads of departments, teachers and different uniform. It has been such a success it has now been copied in three other schools, and the number of students enrolled has gone up.

The provision of **two schools in one** fit into the wider work being done by WIK to improve access and quality of secondary education for refugees. **Two schools in One** approach aims to create and expand opportunities and conditions for learning that will allow more refugee students make successful transitions from primary to secondary. The **two schools in one** has emerged as an effective innovation in supporting improved access and quality of education and overall experience of school and is an intervention that is highly valued by teachers, students, agencies and the community in refugee camps.



## 4 Methodology

The work of Copestake et al. 2019, emphasized the importance of quality in research using evidence not only to aid organisations make informed decisions but also to demonstrate that past actions or interventions worked, to identify specific ways to improve activities, or to reflect on an organisation's mission and vision (Copestake et al.2019). In order to collect qualitative data based on evidence, Vision secondary school in Kakuma was used as a case study to examine the impact of **Two schools in One** in providing basic quality secondary education for refugees. The study began in October 2017 through personal interactions with students, teachers, parents and NGO agencies engaged in the implementation of this initiative. Between November 2017 to March 2018, one-on-one interviews were conducted with 38 respondents.

Three focus group discussions with students in their first year of education to final year were conducted. Form 1,2 and 3. At the time of the interviews, the school did not have candidates in form 4. A total of 20 students (7 females and 13 males) participated in the study. The boys and girls were identified and selected by school administrator based on their availability, criteria of being an active learner and willingness to take part in the interview. FGDs were held separately class by class, that is; Form 1 students were interviewed alone, as well as Form 2 and 3. We used the school library for discussions to create an enabling and comfortable environment for students to speak freely without interruptions from other students or school administrators.

Key informant interviews were conducted with head teachers in all the 5 secondary schools in Kakuma refugee camp (3 males and 2 females). From Vision secondary school, focus group discussions were held with 6 teachers (4 females and 2 males) as well as 2 female Key informant interviews were conducted with officials from UNHCR (Child protection officer) and LWF (Education officer). Additionally, one FGD with 4 parents (2 males and 2 females) was conducted with members of PTA (Parents Teachers Association) as representatives of the community.

This research focused on students in school because it was extremely difficult to engage boys and girls out of school. Most lived so far apart in the camp and mobilization as well as logistics posed challenges. There were few who did not want to participate in the study without any incentive. Interviews were conducted in the language of respondents and interviewers using a common set of questions that were asked normally.

The aim of focus group discussions and key informant interviews was to collect in depth data, detailed information and gain a broad understanding of **Two schools in One** school from the perspective of different stakeholders. This study was done in order to help the organisation explore ways to improve or expand the project based on evidence. We believe this research will also contribute to knowledge and literature in the field of academic and refugee social development and share best practices across refugee hosting countries.

## 5 Overview of the model: A case of vision secondary schools

In pursuit of expanding secondary education for refugees, there are myriad of encounters ranging from community led challenges such as cultural and social perceptions, to school related limitations of inadequate facilities, limited learning resources and crowded classrooms and lack of teachers. Furthermore, there is a severe lack of secondary school places and a shortage of trained teachers who are equipped with the knowledge and skills to deliver high quality education. As a result, many students miss out opportunities to access secondary education and also of good quality.

**Two Schools in One concept** is an innovative approach that combines the two key challenges of access and quality for refugee students. The **Two Schools in One** concept is premised on the theory that is possible to make arrangements of running two independent schools within same premises and facilities but have one group of students and teachers in the morning to lunch hour sessions and another group afternoon to evening then it will address the demand and supply of secondary education in protracted situations.

Vision Secondary School in Kakuma run by WIK was established in 2016. **Two-in-One**, the model entails running two independent schools within same premises and facilities meant for one. One school report in the morning while the other comes in the afternoon. Each school hires its own set of teachers and other personnel. Unlike the multi shift system which doubles the number of students but over-burdens teachers, UNHCR financed the implementation of 'Two-in-One' in Kakuma including hiring new set of teachers and other personnel for each school – Vision Secondary Schools A and B.

The model has been positively received with enthusiasm in the communities. Vision Secondary Schools A and B introduced different uniforms, programs, and examinations. The schools were established in January 2016 and received the first students on 25<sup>th</sup> January 2016. The management includes a principal, 2 deputy principals (one for each school) and 6 heads of departments. The school has 37 teachers, of which 17 are trained teachers who are Kenyan nationals and 20 are refugee teachers<sup>2</sup>. It has 4 cooks, 1 store, 1 science laboratory assistant and 5 watchmen.

Vision secondary schools' A and B have total enrolment of 1,715 students. **School A** has 777(777 Boys and 0 girls) while **school B** has 938 students (153 girls and 785 boys). The school has 15 classrooms and 14,670 textbooks. Vision secondary schools' A and B have each active Board of Management Members/Parents Teacher Associations who support in running the school and oversee developments<sup>3</sup>.

School A comprises only of older boys who report to school at 10. 40am. The boys participate

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<sup>2</sup> Trained teachers are Kenyan nationals and refugee teachers are refugees who are not Kenyan Nationals.

<sup>3</sup> Data from case study survey as at October 2017 and Secondary school workshop report 2017.

in co-curricular activities till 11:40am and break off for lunch at 12. 20pm. Their classes commence at 12.30pm till 6.30pm with short breaks in between. On the other hand, school B comprises of younger boys and girls. They report to school by 6.30am and lessons commence from 6.40am to 12.20pm when they break for lunch and co-curricular activities. School B students are allowed leave school premises from 2.00pm. All the schools have teacher student contact hours of 8 lessons, 40 minutes each day.

The model is implemented under supervision of the Ministry of Education and UNHCR. It maintains the prescribed student – teacher contact duration by allocating five-hour curriculum instruction and two co-curricular engagements during every single school under teacher: student ratio of 1:40.

## 6 Results and Discussion

### 6.1 Intervention design-promoting innovation in education

In the status, over 1,715 students are benefiting at Vision Secondary. In-depth interviews with the Head Teacher, students, parents and regular teachers cited **Two Schools in One** as one of the most valuable contributions towards improving and expanding secondary education.

#### **A typical day in school**

During the focus group discussion, most students mentioned leaving home between 5.25am and 6:30am depending on the distance from home to school. The learners then get ready for the first morning lesson, which start at 6:40 am and then subsequent lessons up to about 11:40 am. After which they break off for lunch at 12.20pm. School A students take the afternoon classes with a new set of teachers from 12.30pm to 5: 00pm. Daily attendance of students is monitored using the class register which is marked against their names. Each school has its timetable to prepare students and teachers about what subject and time a particular teacher is supposed to be in class.

The principals and teachers in Vision Schools A and B have successfully derived a unique method of teaching to ensure lessons are delivered on time and students do not miss out. According to school principle interviewed, Vision schools have two sets of teachers and a guiding syllabus for school subjects from Kenya Institute of curriculum Development (KICD). The teachers for school A take the morning hours to plan lessons, prepare their records and mark books but conduct teaching in the afternoon. On the other hand, school B teachers plan after lunch from 2:00 pm to around 5:00pm for the next day classes. The teachers and students have 40 minutes per lesson.

#### **Increased enrolments**

Two -in- One approach in Kakuma has led to greater enrolment of learners in school. For example, in 2016 when the school was established, it registered 1,100 students. This number has gradually increased to 1,715. With increased enrolment of girls from 72 in 2016 to 153 in

2017. The impact of this innovative idea brings inclusiveness of quality education to all refugees in Kakuma camp. A teacher from Vision school B stated, "If this concept was not started in this camp, so many students would not be in school".

### **Flexibility for special students**

In Kakuma, the original priority of **Two-in One** framework was to increase transition from primary to secondary education. The concept has so far made excellent progress on enrolment, retention and safety because of its flexibility approach. Because of the time schedule, mature/overage students over 23years and above are able to attend classes in the afternoon (school A). Those who fall into this category are mostly married and overage. They find time to carry out family chores such as; fetching water, collecting food ration, preparing food for younger children or siblings in the early mornings but attend their classes in the afternoon.

The study showed that the number of girls is continuously increasing. From 72 in 2016 to 153 in 2017 because their spouses and families understand the time flexibility. They are therefore allowed to enrol in school for half day and help with housework when they break off. A female student in Vision School B of Kakuma stated, "This school was started in our time when we did our KCPE (Kenya Certificate of Primary Education). Our name has been appearing in this school. Then we find this school better than staying whole day. The lessons start at 6:40 am which is okay".

### **Education for peace**

For people in refugee community, school is not only a place where one comes to acquire knowledge and pass exams. Students and teachers who participated in the focus group discussion mentioned that school promotes peace and cohesion. Students reported that they have acquired new knowledge, skills, and most importantly, behavioural change to live in peace with oneself and respect others and cultural diversities. The Two-in-One school aims to provide conducive learning environment where students commit themselves to freedom, justice and tolerance of understanding to live in diverse environments. By engaging in different co-curricular activities, they are alleviating some of the pains and trauma faced during the civil war displacement from countries of origin. According to a teacher of the Vision schools- "We have formed peace clubs and our students are peace ambassadors in school and the community".

### **Time discipline**

The concept of running Vision schools relies greatly on proper usage of time. The students who attend these schools have learnt to keep time. Learners are aware that they only have 40 minutes for each lesson and 8 to 9 subjects a day depending on the class level. With this in mind, students report early in school and stay in class until lessons are complete. Unlike in the regular camp schools where students tend to be sluggish, go late to schools and move in and out between lessons.

A teacher mentioned "The students understand they have only 40 minutes so most of them

stay in class". From my personal interactions with majority students, many of them are goal driven, focused and have set balance between academics and co-curricular activities. Most of them understand that time management is the key to success in life. In fact, the students interviewed have high career ambitions on demanding subjects such as Mathematics, Biology and Physics.

### **Committed teachers and parents**

The teachers, school administrators and parents interviewed expressed strong interests and commitments to enable students to overcome challenges in the camp, school environment and perform well academically. Despite the high numbers of students and limited resources at school, the teachers continue to demonstrate their commitment by ensuring lessons are delivered on time. Teachers ensure the students have conducive learning environments such as; textbooks, water, good science laboratory and meals. The teachers work hand in hand with programmes officers to address student concerns.

From the interviews carried with students, the discussion revealed that most of them are happy with their teachers. They have confidence in their teachers not only for delivering lessons on time, but for also ensuring that syllabus coverage is complete. The research also showed that teachers are committed to provide quality education to learners.

According to me, I say that we have the best teachers from morning up to departure time, they teach us all the lessons; they don't miss out any lessons. And they have managed to run the two schools. If the teacher doesn't go to classroom during their lesson, the class monitor will go to call him to come to class (a student at Vision schools B in Kakuma).

### **Economises on funds**

One of the greatest innovations of Two-In-One framework is that, it economises funds and scarce resources. The funds that would have been used to set up two distinct schools are reduced to cater for one school and serve double number of learners. Two sets of students are able to share same resources like textbooks, wash facilities, library, classrooms and science laboratory.

### **Supporting refugee teachers to build their capacity**

The Two-In-One school is greatly promoting training and development of refugee teachers. For instance, Vision secondary school has 20 refugee teachers who go through various teacher-training programmes such as pedagogy, large classroom management and subject matter. Through these trainings, they have improved teaching skills, feel valued and heard.

## 6.2 Perceived negative criticism

### **Teacher turnovers**

The number of students in Two-In-One school continues to increase from 1,100 to 1,715 within two years. This number does not match the available few resources within the school. Furthermore, there is teacher turn over due to poor teacher accommodations, healthcare and harsh climatic conditions. The environment in Kakuma is so harsh (strong dusty winds and sunshine) that some teachers fail to adapt to the situation and end up leaving or migrating to other places with favourable climatic conditions.

### **Limited Learning materials and use of Information/Communication Technology**

Vision schools being one-year old school is lagging behind in use of Information Communication Technology system, which is one of the significant aspects of teacher training in educational innovation. Teachers sometimes use their phones to project educative materials (videos and audios) to students when in class but they seem to suggest the use is limited. Increasing the use of ICT would act as additional source of learning materials to supplement on the few scholastic supplies such as textbooks or reading charts. The supply of school subject books like Biology, Chemistry, Physics, Social studies is not enough. If students are to excel in their academics, there more subject books need to be provided that will enable learners to read and practice in time before the main exam period. Additionally, incorporating ICT in Vision school will enhance effective learning through increment of knowledge and expose them to various sources of useful information that can reach many people.

### **Harsh climatic conditions**

Kakuma is found in North-western Kenya, Turkana county. The area is semi-arid with average temperatures of about 40 degrees Celsius during daytime and 30 degrees Celsius at night. The area is very humid, dry with dust storms and strong sunshine. It shelters snakes, scorpions and poisonous snakes (UN Environment Programme, 2018). The occasional rain brings flooding and common cases of diseases like malaria and cholera, coupled with the harsh climate, this brings challenges to students, teachers and personnel working in Kakuma. For example, most of the students interviewed from school A, preferred to study in the morning hours when the weather is cool and conducive for learning. During the day, the weather is too hot and dusty; some of them do not concentrate in class or fail to attend the afternoon lessons. The classrooms are not fitted with air coolers although it has large windows. occasionally, when it rains, the roads flood and become impassable.

### **Infrastructure barriers**

According to a report from Ministry of Education, Science and Technology 2013-2018, the National Education Sector Plan is to provide Quality Basic Education for Kenya's sustainable development. Recognising education as the primary means to sustainable economic development, national cohesion, social mobility and national development, the government recommends a teacher student ratio of 1:40 per class for all public and private schools to enable quality education. However, in Kakuma refugee camp schools, the number of school age learners exceeds the capacity of schools, wash facilities, classrooms. Schools are forced

to put limits on the number of students to be admitted and accommodated in a classroom. For example, in secondary schools in Kakuma refugee camp, the average classroom ratio sits at 90 learners in a classroom. Teacher- student ratio of 1:100 and desk to student ratio 1:8. Some students walk long distances to school. This possesses insecurity to both boys and girls. Although girls are more at risk. They may be attacked on their way to school and raped. Walking long distances to and from school every day dissuade enrolment and attendance.

### **Financial barriers**

In Kakuma refugee camp, education was free since 1992, since the camp was first established to host refugees and asylum seekers from different countries. Most of these displaced people are from South Sudan, Somalia, Democratic Republic of Congo, Eritrea, Ethiopia among others. Often, families and students perceive education as not completely free citing the cost of uniforms, school supplies like pens, books, mathematical sets and transport for those who come from far. Such costs remain difficult to meet and not considered a priority. However, due to decreasing donor funding, this has greatly affected the smooth implementation of certain projects yet refugee numbers keep increasing day and night. In 2017, WIK and its partner, UNHCR, the local Kenyan authorities including Deputy Country Commissioner, the Camp manager for Refugee Affairs Secretariat and Education partners held a consultation meeting with refugee communities to introduce the new fees policy in secondary schools. The meeting was also to seek their approval of KSH 3,000 per student, per three months (termly) in a year. This KSH 3,000 fees is to cover salaries of additionally recruited teachers. On the other hand, according to Kenya Comprehensive Refugee programme (2014), there has been dwindling public support and sympathy for refugees. Refugees are perceived as a threat to Kenya's national and internal security, financial and environmental burden (Kenya Comprehensive Refugee Programme,2014).

The studies found that most refugees are confined in the camp setting, many are not allowed to engage in professional employment. Their movements are restricted. One needs a valid movement pass to access services outside the camp (NRC as cited in IHRC,2018). Many resorts to casual labour and small-scale businesses within the camp to support their children's education or put food on the table. In a community with few income generating opportunities, school attendance is viewed as a loss to income either where a child might be required to look after younger siblings while the guardian or parent undertakes duties to generate income. In some cases, children engage in cheap labour to earn money. This is more likely the case for girls who become under represented at secondary level compared to boys. Most girls tend to drop out through the school grades. This financial burden result in most school age children not attending school increasing their chances of child abuse and exploitation.

### 6.3 Key take aways

Since the introduction of **Two Schools in One** program in 2016, WIK has learnt a great deal. The lessons learnt mainly pertain to access and quality; innovation and flexibility to allow over age and vulnerable groups attend school; the importance of listening to community and partners; and the perceived negative criticism of the model.

The first critical lesson learnt is the access and quality of education in protracted emergency context is best achieved through thinking outside of a box. In running two independent schools, in same premises at different time allocations, provides opportunities to more students' access education without compromising quality. Because of this learning, WIK has strengthened their focus on ensuring that education partners are part of the process in implementing the model, which has resulted in an increased understanding, promotion and expansion of **Two Schools in One** within refugees' context.

A second lesson learnt pertains to the challenges of providing opportunities for over aged students, young mothers and adults access education. Under **Two School in One**, in the afternoon school (School A), most students are special in the sense that some are parents, others are over aged, adults as compared to morning school (School B). This paper was unable to further investigate this at a sufficient level of detail to accurately present a true students characteristic of each of the schools. Under improvement of secondary education, WIK plans to improve its tracking and attendance by developing a monitoring system that will enable the tracking of students at individual level over the course of their study for four years.

Finally, the study shows that **Two Schools in One** has had significant effects on the students' enrolments, learning and completion of secondary education by according them ample time for study instead of having to stay home. Apart from enhancing learning, **Two Schools in One** was credited with improving enrolments and thus increasing their participation in school. The benefits of the Two School in One were not limited to school students alone; the teachers also praised the model for enabling them to reach many students and cover the school syllabus in time. Moreover, the schedule of their teaching timetable allows them sufficient time for preparation and teaching.

For example, in 2018, the school registered its first ever set of candidates for Kenya Certificate of Secondary Education (KCSE). A total of 102 candidates were registered including 92 boys and 5 girls who all performed well. 10 students scored high grades between B- to B+ and 87 scored grades D- to D+. Given the conditions of education and extremely difficult life in the camp and schools, it is perceived that the students performed well and scored good grades eligible for admissions into Higher Institutions of Learning.

Even with these successes, the program had some challenges/weaknesses. For instance, due to its approach, the model created the perception that the quality is compromised in the education process. In order to mitigate this risk, WIK is increasingly enhancing its focus on quality assurance, as well as engaging parents to clearly communicate the model at the community level.



## 7 Conclusion

This article documented understandings of the purposes of refugee education at global, national, and school levels, particularly as connected to new policies to improve access of refugees to secondary education. We show that the adoption of policies that promote refugees' access to education is premised on belief in creating future opportunities. While the shift in government and global policy toward integration on schooling for refugee has been vital, the paper shows to realize such integration and expansion of educational opportunities, innovative approaches and practices in educational settings within camps can play a crucial role. The study identifies the opportunities and constraints related to students' access to **two schools in one**, by taking into account the narratives of relevant actors'. It shows that the aspiration for better educational opportunities, improved quality of education and livelihood among the refugees are strong. Under representation of the girls at the secondary school compared to the boys indicates further effort in understanding issues relate access from gendered dimension.

The **two school in one** has experienced both successes and failures, as would any initiative of its magnitude and complexity. The **two schools in one** model has also been revised to address the constantly changing circumstances in the camps. The highschool teacher turnovers can be addressed by an immediate replacement of teachers. This will ensure that students do not miss out when a teacher resigns. Most importantly, it will reduce the burden of teaching extra subjects to cover gaps. There is need to implement additional infrastructures and resources such as a library and digital learning materials tailored to students needs. Libraries contribute to research, literacy, education and shaping new ideas for innovative communities in protracted areas. The article shows the relevance of conducting further research to understand issues and challenges related to accessing to secondary education in refugee camps.

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## Appendix



### PERSONAL IMPACT STORY- STUDENT EXPERIENCE

***“I want to encourage the girls of my age to learn because many girls in Kakuma have dropped out of school. And also, to encourage everyone who is there to go to secondary because it is possible and enjoyable,” 14-year-old student, Vision school B.***

Nearly over 5,000 learners graduate yearly from 24 primary schools in Kakuma Refugee camp. Most of these have attained eligible marks for post-primary education. Unfortunately, the 5 secondary schools in the camp can only accommodate about 3,500 students for post primary education. This is a drop in the ocean for thousands of disadvantaged students who miss out on secondary education. The **Two Schools in One** model has helped many students to pursue their secondary education, like Catherine who was lucky enough to secure admission. She joined Vision School B in 2018 after scoring 273 marks out of the possible 500 marks in Kenya Certificate of Primary Education exams.

The 14-year-old Catherine comes from a family of 8 members. Born and raised in the camp by a single mother with 6 sisters, Catherine knew her chances of completing primary school hanged on her mother’s ability to support them. She narrates that it has always been hard

for her mother to support them after the tragic death of their father. She recalls how hard it has been for her mother to provide food, school uniforms, pens and books.

Being the elder sister, she has been helping her mother with domestic unskilled labour to put food on the table and buy scholastic materials. With her mother's support, she was determined to make it for secondary education despite the overcrowded classrooms with desk -pupil ratio 1:8, textbook 1: 7, few trained teachers and dealing with students from various backgrounds who sometimes bullied her for being short. Despite all these challenges, Catherine passed well and was able to enrol for secondary education (Vision school B). Where she is now studying Biology, English, Mathematics, chemistry, Swahili, Christian Religious Education, History and Government.

***“What I like about Two schools in One is that it can able the people who are working and parents [teenage mothers] to be able to come to school in the afternoon if they have work to do in the morning,”*** says Catherine.

Being the first-born child, Catherine is determined to pursue her studies to university level where she can learn necessary skills and lift her family out of poverty. ***“I want to go to university and learn some courses and get a job in the future and help my mother take care of my young sisters,”*** says Catherine.