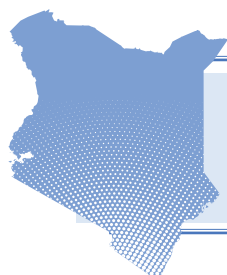


**GPE KIX TUSEME – A VOICE FOR INTERNALLY DISPLACED PERSONS (IDPS) AND REFUGEE CHILDREN.**



# KENYA : PHASE 2 RESEARCH FINDINGS

(APRIL 2025 TO JUNE 2025)

## Background

**Tuseme** in Kiswahili means ‘let us speak out’. Established in 1996, Tuseme clubs have been scaled in schools across Sub-Saharan Africa with significant impact. Tuseme has achieved impact in mainstream schools, in conjunction with two additional FAWE gender focused models: Gender Responsive Pedagogy (GRP) and Centres of Excellence (COE).

**The GPE KIX: Tuseme – A voice for internally displaced and refugee children project** is a partnership between the Forum for African Women Educationalists (FAWE), the Higher Education Resource Services – East Africa (HERS-EA), and the Australian Council for Educational Research (ACER), UK. This 3-year (April 2024 to March 2027) multi-country study was implemented in Ethiopia, Kenya and Uganda, under the Global Partnership for Education’s Knowledge and Innovation Exchange (GPE KIX) program.

This study explored the scalability of FAWE’s Tuseme gender empowerment clubs from mainstream school settings into refugee and internally displaced persons (IDP) communities by researching enabling and disabling factors of the current model, in conjunction with FAWE’s Gender Responsive Pedagogy (GRP) and Centres of Excellence (COE).

Tuseme Club Girls and Boys in Kenya



The study is structured into six phases. Phases 1 and 2 analysed enabling and hindering factors in 12 conventional schools and scoping refugee and IDP contexts. The work is now progressing into Phase 3, which focuses on developing an Adapted Tuseme Model, followed by implementation, evaluation, and dissemination in subsequent phases. This infographic summarises findings from the Phase 2 scoping study in Internally Displaced settlements in Kenya. The study explored how the Tuseme model could be adapted to best support the needs of students, both girls and boys, in refugee and internally displaced communities.



*Though it is changing, still a lot of awareness needs to be done to the community on how the girls, how equality can be achieved and how this equality can be of good benefit to the whole community."*

This **Country Summaries** summarizes findings from Phase 2 scoping study in Internally Displaced settlements in **Kenya**. The study explored how Tuseme model could be adapted to best support the needs of students, both girls and boys, in refugee and internally displaced communities.

## Overview



The aim of Phase 2 research was to conduct a scoping study in IDP and refugee settings to identify enabling factors, barriers, and limitations for adapting and scaling the Tuseme model, focusing on how community, school, and policy contexts shape learners' experiences, especially for adolescent girls and marginalised groups.

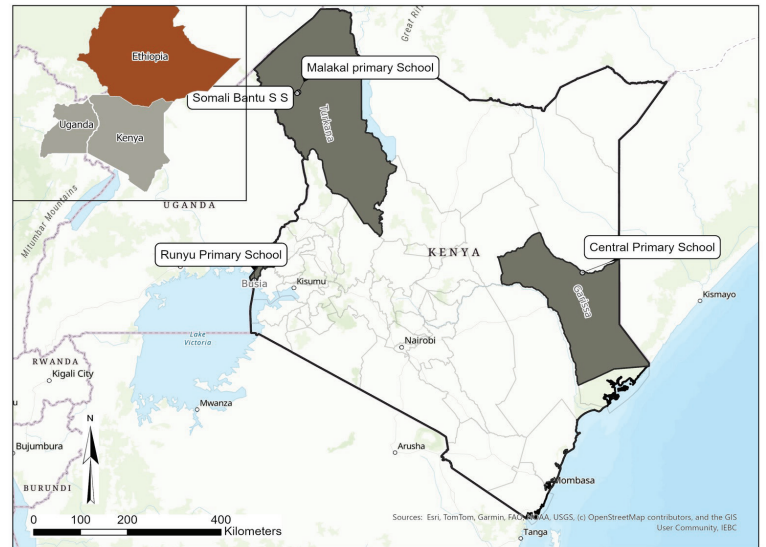
## Methodology:



Data were collected from four schools in Busia, Garissa, and Kakuma using Key Informant Interviews (KIIs) with school staff and education officials, and Focus Group Discussions (FGDs) with students, parents, PTAs, and BOGs. Tools were co-developed, piloted, and contextually adapted. Data were thematically coded in Dedoose to inform the model adaptation



Figure 2: Map of KENYA showing Location of Schools Sampled



## Key Findings and Messages

### Key Findings



- **Barriers to Student Participation:** Poverty, hunger, fees, floods, overcrowding, lack of learning materials, and gender-based challenges.



- **School Environment & Well-being:** Unsafe spaces, poor sanitation, lack of psychosocial support, overcrowding, and weak infrastructure.



- **Gender Roles & Perceptions:** Deep-rooted cultural beliefs, early marriage, and domestic chores limit girls' education, though attitudes are slowly shifting.



- **Community & Parental Engagement:** Strong willingness to support education, but poor communication and unmet expectations can reduce trust.



- **Collaboration & Sustainability:** Successful programs require alignment with CBC, vocational training, income generation, and government–NGO partnerships.

## Key Messages



- **Institutionalize Tuseme** within the Competence Based Curriculum (CBC).



- **Provide school meals, sanitary pads, and safe spaces.**



- **Train and motivate teachers and facilitators.**



- **Support parental livelihoods** to reduce child labour/dropouts.



- **Expand psychosocial support and mentorship..**



- **Foster long-term NGO–government partnerships** for continuity.

## Justification of this Study

- 1 **Quality education for girls** and marginalised children remains limited despite existing policies.
- 2 **Overcrowding, teacher shortages,** and poor facilities hinder learning, especially in refugee-hosting counties.
- 3 **Poverty, child labour, early marriage,** and teenage pregnancy reduce girls' retention.
- 4 **Displaced learners face limited** access to secondary education, increasing the urgency for interventions.
- 5 **The Tuseme model has improved** academic outcomes and reduced dropout and pregnancy rates in other countries.
- 6 **Evaluating Tuseme in Kenya** will inform inclusive interventions aligned with SDG 4, SDG 5, and Agenda 2063.

## Phase 2 Schools Sampled in KENYA

# 341



A total of 341 participants were engaged across four secondary schools: Runyu Primary (Busia), Central Primary Hagadera (Garissa), Malakal Primary (Kakuma), and Somali Bantu Secondary (Kakuma).

# 10



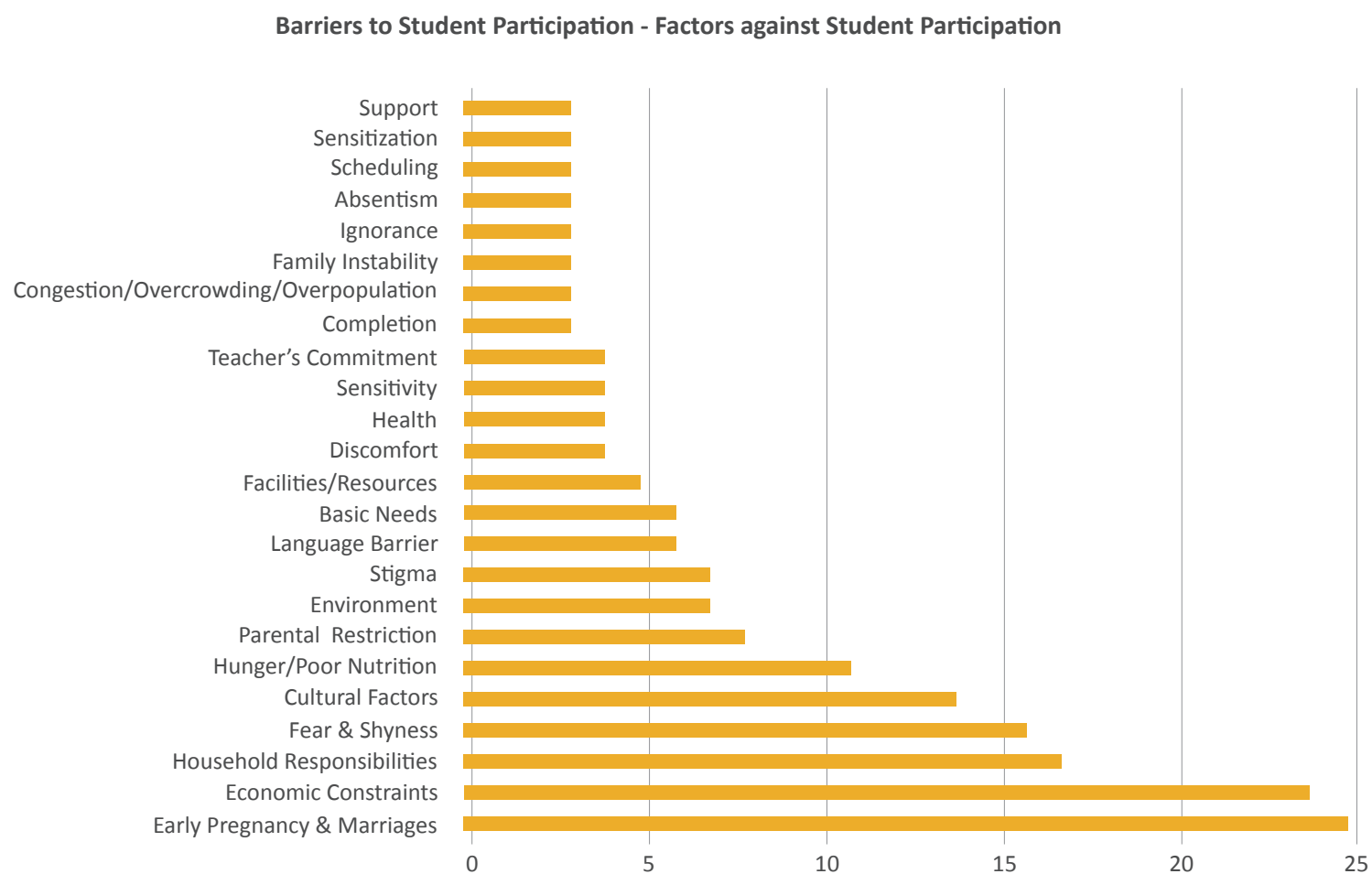
Participants were drawn from 10 stakeholder categories, (school management, students, teachers, parents, PTAs, camp leaders, para-social workers, government officials). (Table 1).



**Table 1: KENYA Participants by Category, Secondary School (S.S.) and gender.**

Participant category	Runyu primary		Central primary Hagadera		Malakal		Somali Bantu mixed		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
School Governance and Management	2	7	2	10	3	9	4	8	45
School teachers	5	7	1	7	4	8	5	7	44
Schoolchildren - Girls	12	0	12	0	12	0	12	0	48
Schoolchildren - Boys	0	12	0	12	0	12	0	12	48
PTAs	6	6	3	9	5	7	4	8	48
Parents	7	5	2	10	3	9	3	9	48
National government officials	1	1	0	2	0	2	0	2	8
Local Government officials	0	0	0	0	0	0	0	0	0
Camp leaders and governance	0	1	0	1	0	1	0	1	4
Para-social workers	7	5	4	8	4	8	5	7	48
<b>Total</b>	<b>40</b>	<b>44</b>	<b>24</b>	<b>59</b>	<b>31</b>	<b>56</b>	<b>33</b>	<b>54</b>	<b>341</b>

**Figure 3: Top Barriers to Student Participation in Tuseme Clubs in Internally Displaced Settlements in KENYA**





## 1) Pervasive Poverty & Basic Needs:

**Lack of school fees, hunger, and essential items** (sanitary pads, uniforms) are primary drivers of absenteeism and dropout across all schools (Runyu, Central, Malakal, Somali Bantu).

**Adaptation:** Tuseme must be directly or indirectly linked to basic needs provision. This recognises that material security is foundational for engagement and learning, aligning with intersectionality frameworks.



## 2) Psychosocial & Protection Needs:

**High prevalence of emotional and psychological trauma** (Central, Malakal, Somali Bantu) and security concerns demand more than just safe spaces; students need dedicated counselling and support.

**Adaptation:** Tuseme requires explicitly designed and resourced psychosocial support mechanisms, with trained counsellors or partnerships with specialised NGOs. This is highlighted by literature on displaced children (Parkes et al., 2016).



## 3) Context-Specific Challenges & Cultural Nuance:

**Hyper-local issues** (e.g., “disco matanga” and early pregnancies in Runyu, FGM and hidden early marriage in Somali Bantu) vary, requiring tailored approaches. Rigid club schedules are impractical due to student domestic burdens.

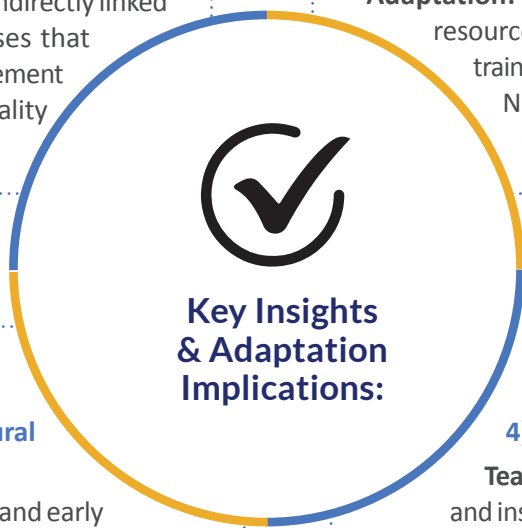
**Adaptation:** Tuseme activities and advocacy must be hyper-local and culturally sensitive. This allows for flexible meeting times to accommodate students’ external responsibilities, especially for girls and firstborns.



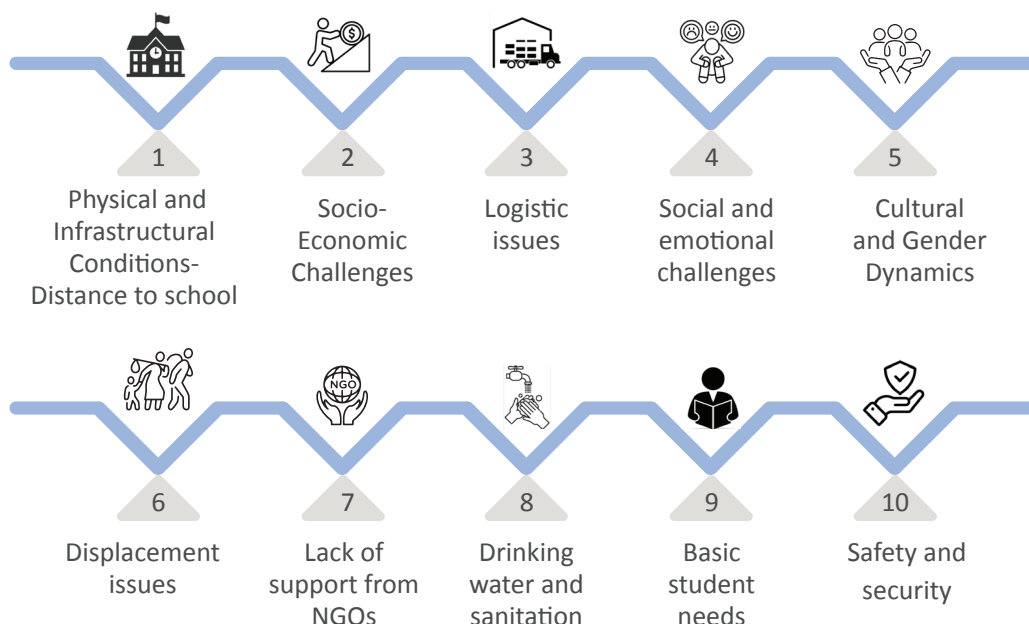
## 4) Teacher Support & Systemic Integration

**Teacher transfers, low pay, lack of motivation, and insufficient training** (Runyu, Central, Malakal, Somali Bantu) hinder effective Tuseme facilitation.

**Adaptation:** Tuseme must prioritise comprehensive training, ongoing mentorship, and tangible incentives for educators. This ensures their sustained buy-in and capacity, aligning with Tikly et al. (2020) on teacher agency and system alignment.



## Key Findings: School environment and challenges



## Key Message: Based on comprehensive cross-country findings

The following recommendations propose strategic adaptations for the Tuseme model and aim to **enhance its effectiveness, reach, and sustainability in IDP and refugee communities** across Ethiopia, Kenya, and Uganda.

### Core Focus Areas for Adaptation:

**01** Integrate Basic Needs & Holistic Support



**02** Contextualize Curriculum & Facilitation



**03** Strengthen Teacher Capacity & Incentives



**04** Cultivate Multi-Scalar Engagement & Collaboration



**05** Advocate for Policy Integration & Sustainable Resource Allocation



**06** Prioritize Institutional Memory & Sustainability Mechanisms



### Acknowledgements

The data collection team consisted of members from HERS-EA and FAWE Kenya chapter. The HERS-EA team was led by Dr. Otwor Dennis Otwor the lead researcher. The other members of the team included the research assistants including Shem Osomo, Lilian Odundo, Beatrice Otieno, Abdifatah Abdi and Chelia Rose from HERS-EA. FAWE-Kenya was represented by Victor Odhiambo who supported in mobilizing the participants while James Njuguna from the FAWE regional secretariat provided oversight during the exercise.

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**Disclaimer:** This work was carried out with the aid of a grant from the International Development Research Centre (IDRC), Ottawa, Canada. The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.