

**FACTORS INFLUENCING INTEGRATION OF SUDANESE URBAN REFUGEE
PUPILS IN PUBLIC PRIMARY SCHOOLS IN KIKUYU DISTRICT, KIAMBU
COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for the award of any degree in any other University.

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DEDICATION

I dedicate this project to my dear husband, Mr. Stephen Wamunyu and our children Faith, Dennis and Nickson.

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I would like to thank the almighty God for having seen me through the entire period. He has been the light of my life and source of my strength .This report owes an indeed enormous intellectual debt to Madam Caroline Ndirangu and Dr. Daniel Gakunga. Most of the ideas in the project developed from long discussions with each of them, and from trying to comprehend what each was advising in the language of the other. Thank you very much for taking your time to guide me intellectually and professionally. Special thanks to the head teachers and teachers who participated tirelessly in the entire process of the project.

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ABBREVIATION AND ACRONYMS

ARP	African Refugee Program
EFA	Education For All
DEO	District Education Office
DRA	Department Of Refugee Affairs
FPE	Free Primary Education
GOK	Government of Kenya
GTC	German Technical Corporation
UNHCR	United Nation High Commission For Refugee

ABSTRACT

This study sought to investigate factors influencing integration of Sudanese urban refugee pupils in public primary schools in Kikuyu district, Kiambu County, Kenya. It was conducted in 10 out of 57 public primary schools in Kikuyu District.

The research used descriptive research design to conduct investigation. Using a simple random sampling method the researcher sampled 10 school head teachers and 40 teachers to conduct the study. Primary data was mainly collected using head teachers and teachers' questionnaires that were pretested to ensure reliability and validity. Data collected was analyzed using a combination of statistical computations. These included frequencies and percentages. The analyzed data interpreted and presented using n table texts for clarity.

The study identifies how teachers' attitude affects Sudanese urban refugee pupils' integration in public primary schools. The economic status of the refugees' parents affects the integration of Sudanese urban refugee pupils in addition the study wanted to assess how Sudanese urban refugee pupils' social factors affect the integration in public primary schools as well as to determine how government policies affect the integration of Sudanese urban refugee pupils in public primary schools.

The main findings of the study were that some teachers in schools with refugees have positive attitudes towards Sudanese urban refugee pupils. Further, head teachers think that teachers in their school can improve their attitude towards urban refugee pupils by being educated. It was also found that refugee parents are able to provide uniforms and textbooks for their children and those who are financially unstable are unable to take their children to school.

The study recommended that all school heads should ensure that the refugee pupils in their schools are treated as other pupils and do not face any kind of discrimination. Refugee parents should be educated on the rights of children so as they can send their children to school. Teachers should be trained adequately to enable them to rise up to the challenges of integrating refugee children into their classrooms. The government should make policies to allow urban refugee pupils to attend regular schools without harassment. The research study suggested future areas of study on teacher attitude towards integrations of urban refugees' pupils in public schools.

The study also recommends further study to be replicated to other regions of the country.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Integration is a philosophy based on the principle that minority groups such as ethnic minorities, refugees and underprivileged sections of a society should be incorporated into the mainstream of societies. A growing number and proportion of world's refugees is moving to large towns and cities. Currently, almost half of the world's 10.5 million refugees reside in urban locations and only one third in camps, United Nations High Commission for Refugees UNHCR (2009a). Besides increasing in size, the world's urban refugee population is changing in composition. Refugees move to urban areas with the hope of finding better livelihoods, security, income-generating opportunities and expanded access to education and healthcare (Human Rights Watch, 2002).

A refugee is defined in the 1951 Convention relating to the Status of Refugees as a person who, "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country (1951 Convention Relating to the Status of Refugees, Act." The term 'refugee' is used to refer to those who have been determined to be refugees by national authorities or by UNHCR in line with the definition spelled out in the

1951 Convention. But the term is also used to refer to those who have fled into another country because of persecution, but who are not formally acknowledged as refugees by the host government. This includes those who are in the process of seeking asylum – or formal recognition as refugees. Kenya has seen a large-scale influx of refugees, mostly triggered by protracted humanitarian crises in neighboring countries. In 1988 Kenya hosted approximately 12,000 refugees, most of them Ugandans living in Nairobi (UNHCR, 2004).

Today Kenya hosts 380,000 registered refugees, making it among the top ten major refugee hosting countries in the world (UNHCR, 2009a; 2009b). Unlike the thousands of refugees living in Kenya's four refugee camps, refugees in urban areas are a largely 'hidden' population: little is known about their numbers, profile, status, location and livelihoods. In Nairobi, refugees have been absorbed into the urban fabric, are dispersed over the city and are highly mobile. The main pull factors drawing people to urban areas include livelihoods opportunities and the possibility of greater security as well as good schools for their children.

It is estimated that the total number of refugees both registered and unregistered in Nairobi could be greater than 100,000 (UNHCR, 2011). The number of urban refugee children is still unknown. However, of the official urban refugee population in Nairobi, statistics indicate that 46.6% of refugee

children in Nairobi were registered in grades 1-6 and 52.3% were registered in grades 7-12 by 2008 (UNHCR, 2009b). Despite these enrolment figures for urban refugee children and youth in Nairobi, educational access and enrolment remains limited and challenging for these groups. Barriers to the integration of refugee children and youth in schools in Nairobi include discrimination, lack of proper documentation, limited finances to meet the costs associated with education, and competition for limited spaces and infrastructure in public schools, especially with the introduction of Free Primary Education in 2003 (UNHCR, 2009b).

According to UNHCR (2005b), “Integration takes place when refugees are empowered to: achieve their full potential as members of a society; contribute to the community; and access the services to which they are entitled.” Expectations vary as to what constitutes integration, ranging from ‘being no trouble’, through to ‘mixing’ of different people living in an area, to finally, a sense of ‘belonging’ within a particular area. Work that is currently being undertaken in schools to promote the integration of refugee children and young people tends to focus initially on developing social bonds. In Nairobi, refugee children access education in three main settings namely, public schools, private schools for those who can afford them, and community schools established by refugees for their children. Each of these settings poses particular challenges to the effective education of refugee children, even when

access is available. UNHCR (2009) identifies four reasons why education is essential in refugee situations. First, education is a human right. Within this right, as outlined in numerous international conventions and most specifically in the Convention on the Rights of the Child, primary education should be both free at the point of delivery and universal. Secondly, education should be available and accessible to all. Second, education is a tool of protection.

Through education, the exploitation or abuses of children can be identified, as can children who are in need of medical or psychological attention. In addition, education promotes understanding of society and the rights and responsibilities of individuals, building stronger communities that ultimately protect children. Third, education helps to meet psychosocial needs. Due to the disruption of children's lives through conflict and displacement, there is a great need for structured activities that provide a sense of routine and normality. Education fills such a role.

Finally, education promotes self-reliance and social and economic development by building 'human capital.' This human capital is needed for the future reconstruction and development of refugees' areas of origin or settlement. It is therefore important to establish the factors influencing the integration of urban refugee children into the Public primary schools in Kikuyu District.

1.2 Statement of the Problem

Education to the refugees is a means for a promising future, whether in their home countries or for integration in their countries of their refuge. Urban refugees pupils in the cities hope to improve their livelihood through access to improved and quality education. The Kenyan government policy constrains refugee pupils' access to education. Refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate certificate in addition to the child's birth certificate. Although many refugee children in Nairobi are born in Kenya, they do not have birth certificates, which hinder their enrolment into public schools in Nairobi (Wagacha & Guiney, 2008). However, proper documentation does not necessarily guarantee access to education by urban refugee children. Other barriers, such as discrimination and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005; UNHCR Nairobi, 2007a).

Although Kenya introduced free primary education in 2003 providing for the enrolment of refugee children into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it (Pavanello, Elhawary, & Pantulino, 2010). A UNHCR report (UNHCR Nairobi, 2007a) indicates that access to free primary education in public schools in Nairobi somewhat depends on the refugees' location in the city. Some school administrators refuse to enroll refugee children in order to preserve spaces for Kenyan children (UNHCR, 2009b). These are only a few

of the challenges the Sudanese urban refugee pupils face in efforts to access education. This study therefore sought to establish the factors affecting the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing integration of Sudanese urban refugee pupils in public primary schools in Kikuyu district, Kiambu County, Kenya.

1.4 Objectives of the Study

The research was guided by the following objectives:

- i. To establish how teachers' attitude affect Sudanese urban refugee pupils' integration in public primary schools in Kikuyu District
- ii. To determine how refugee parents' economic status affects the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District
- iii. To determine how the social factors affect the integration in public primary schools in Kikuyu District
- iv. To determine how government policies affect the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District

1.5 Research Questions

The study sought to answer the following questions:

- i. How do teacher attitudes influence Sudanese urban refugee pupils' integration in public primary schools in Kikuyu District?
- ii. Does refugee pupil's parents' economic status influence the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District?
- iii. How do Sudanese urban refugee pupils' social factors influence integration in public primary schools in Kikuyu District?
- iv. How do government policies affect the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District?

1.6 Significance of the Study

This study will benefit the Kenyan government since the information provided will aid the it to provide education to refugees, which will make them self-reliant and relieve the government; the school heads will know the importance of integrating Sudanese urban refugees in their schools in order to promote their stability and enable them to learn how to interact with people in the host community. Teachers will have information on how best to handle and interact with Sudanese urban refugees, refugee parents and refugee children will also know their right and position in the host country.

1.7 Limitations of the Study

There are two limitations in the study. Firstly although integration had been identified as an important component of learning should be provided at all levels of education, most teachers were quite ignorant about the concept of integration and seemed to have no skills to handle Sudanese urban refugee pupils. I consequently gave brief discussion of the concept of integration to the teacher respondents and explained to them their role in this research.

The study was limited by the fact that movement of urban refugees' pupils into public schools of mainstream society had been influenced by factors such as government restrictions as a policy, social factors such as teachers' attitude and economic status such as unemployment of the Sudanese urban refugee parents. These factors could not be controlled in the study.

1.8 Delimitations of the Study

The study was limited to the public primary school with Sudanese urban refugee pupils within the schools in Kikuyu district. The respondents were limited to head teachers and teachers who are the implementers of integration in primary school with urban refugees.

1.9 Assumptions

Three assumptions were made in the study;

- i. The respondents would be cooperative and give correct and valid information to the researcher.

- ii. Sudanese refugees encounter difficulties in being integrated in public primary schools.
- iii. Administrators were well versed with integration of refugees.

1.10 Definitions of significant Terms

This subsection contains the definitions of terms as used in this study

Attitude refers to a positive or negative pre-disposition towards something, phenomenon or a person.

Economic status refers to the percentile to which an individual falls into depending on his or her wealth.

Government policy refers to the general principles by which a government is guided in its management of public affairs, or the legislature in its measures.

Equal Access refers to a situation where there are no practical financial, physical, security-related, structural, institutional or sociocultural obstacles to prevent learners from participating in and completing an education programme.

Integration refers to the movement of minority groups such as ethnic minorities, refugees and underprivileged sections of a society into the mainstream of societies.

Refugee refers to someone who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country, office, nationality, and is unable to, or owing to such fear is unable to avail him/herself of the protection of that country.

Social Factor refers to the organization of the society and are concerned with the mutual relations of human beings or of classes of human beings

Urban Refugee refers to a person who decided or was obliged for some reasons to settle in an urban area of the country where he found refuge rather than in a camp-based settlement.

1.11 Organization of the study

The study has been organized into five chapters. The first chapter deals with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, and definitions of key terms.

Chapter two deals with review of literature; The related literature was reviewed under subtopics: Integration of refugee pupils into public primary schools, effects of teacher attitude on urban refugee pupils, Government policies affecting the integration of urban refugee pupils, Economic factors and Social factors affecting the integration of urban refugee pupils.it also included the theoretical and conceptual framework of the study.

Chapter three deals with research methodology; giving a detailed account of the research procedures, instruments and the research design to be used. It defined the target population on sampling procedures; illustrating on methods to test for the validity and the reliability of the research instruments to be used in data collection. Chapter four consists of data analysis, interpretation and presentation. Finally chapter five contains summary conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter on review of related literature addresses some factors which are very important in the public primary school implementation of integration of Sudanese urban refugee pupils. These included effects of teacher attitudes on Sudanese urban refugee pupils, economic factors affecting the integration of Sudanese urban refugee pupils, social factors affecting the integration of Sudanese urban refugee pupils, and government policies affecting the integration of Sudanese urban refugee pupils.

2.2 Overview of urban refugees in primary schools.

In urban settings, education is essential to enhance local integration of refugees. There are particular challenges related to the provision of this education for children refugees living in urban settings. Urban refugees in primary schools have been increasing for the recent past. According to the United Nations High Commissioner for Refugees (UNHCR), at the end of 2012, most of the refugees' parents have been settling in urban areas, In addition, urban asylum seekers from a variety of nationalities, including Sudanese, were living in Kenya. Further, most of the parents send their children to nearby school in order to access formal education.

2.3 The concept of integration

According to Yousif (2001), refugees' integration means building a new life with dignity, becoming an independent and productive member of the society, being able to fend for oneself. It is a process by which refugees increasingly participate in all levels of society and become full citizens. This has been emphasized in subsequent forums such as the 1997 Refugee Council, the 1998 Canadian Council for refugees and the 1999 European Council of Refugees and Exiles. Integration in education therefore involves the process which prevents or counteracts the social marginalization of refugees, by removing legal, cultural and language obstacles and ensuring that refugees are empowered to make positive decisions on their future and benefit fully from available opportunities as per their abilities and aspirations (Refugee Council, 1997). To facilitate this, urban refugee pupils should be given a wide range of resources which include positive teachers' attitude, favorable economic status such as employment, social factors and flexible government policies such as legal documentation. Similar studies have been undertaken on integration but more so in specific categories of urban refugees.

2.3.2 Development of Integration in Education in Kenya

The GoK introduced the Free Primary Education Policy (FPE) in 2003 to encourage poor parents to enroll children in school. The elimination of school fees has resulted in positive gains in public primary school enrolment, though incidental costs that include uniforms, transport, food and levies remain prohibitive for some parents. Asylum seeker and refugee children are eligible

to enroll and benefit from FPE. Legal refugee documents are required however, for children to sit national examinations. UNHCR works with GoK's Department of Refugee Affairs (DRA) by a means integration to provide documentation that authorizes school administrators to permit children without birth certificates or mandate certificates to write national examinations. The national enrollment rate in public primary education was 87% in 2007 according to United Nations Millennium Development Goals (UN, 2007)

According to UNHCR standards and indicators (2008), out of a total number of 34,249 refugees (42.3% female and 50.5% male). The total percentage of students enrolled in grades 1 to 6 was 46.6%. This shows that a greater percentage of refugee pupils are not enrolled.

The gains in increased enrolment provided by the free public education policy are somewhat offset by high student to teacher ratios, limited availability of desks and poor water and sanitation facilities. Poor understanding of asylum seeker and refugee children rights to public education, along with congested classrooms, at times provide school administrators with justification to turn away these children or charge unauthorized admittance fees (UNHCR 2008).

2.4 Integration of Sudanese Urban Refugees in the Public Primary

Schools

In this study, the researcher is investigating on factors that contribute towards effective implementation of integration of urban refugees into public primary

schools. The researcher mainly focuses on the teachers' attitude toward the Sudanese urban refugee pupils, economic status of the Sudanese urban pupils' parents, social factors affecting the Sudanese urban refugee pupils and the government policies affecting Sudanese urban refugee pupils.

2.4.1 Teacher Attitudes and the Integration of Sudanese Urban Refugee Pupils' into Public Primary Schools

Favourable teacher attitudes are thought by many educators to be crucial if inclusive education will succeed. Booth and Ainscow (1998) contend that in studies involving inclusive education, it is absolutely imperative for the investigator to specify the type of specialty because teacher attitudes have been found to vary with the type of specialty and the extent of instructional adaptations required for accommodating such students.

Rajecki (1982) argues that attitudes are such an important area to study because they influence so much on personal lives. Attitudes include desires, convictions, feelings views, opinions, beliefs, hopes, judgments and sentiments. The study of attitudes is thus important because there is a general belief that human behaviour and actions are influenced by attitudes, whereby attitudes are seen as the cause and behaviour as the consequence (Mushoriwa, 1998).

Cava and Madison (1978), suggested that unfavourable teacher attitudes towards accepting refugee children stem from insecurity and sometimes sentiment, arising from ignorance and inexperience of refugee children. In

addition to knowledge and experience there are two other major factors which have been demonstrated to be important in fostering positive attitudes among class teachers towards handicapped pupils, these are an ideological commitment to the principal of integrating handicapped children into normal society and the provision of adequate resources and support services to help the teacher cope with the additional responsibility of a handicapped child. With regard to the issue of ideological commitment, the research findings from Schultz (1982) suggest that a belief that refugee children should be educated in ordinary schools is a significant independent factor in promoting positive attitudes in teachers towards refugee pupils. He emphasized that class teachers as well as being given information and advice, should receive additional help such as the services of a classroom or welfare assistance or specialist support teacher. The above studies indicate that addressing the teacher's attitude will help in change of perception and enhance development of a positive attitude towards refugee pupils.

2.4.2 Economic Factors on the Integration of Sudanese urban refugee pupils into Public Primary Schools

Historically, Eastern Europeans, fleeing persecution during the cold war, represented traditional refugees to Canada. They tended to be more culturally and ethnically similar to many in the host country and were generally well educated, with skills that their host country valued. Since the 1990s, however, most refugees fleeing from violence in Sub-Saharan Africa, Afghanistan, and

other Middle-Eastern countries are unlikely to have high levels of education or skills valued by host countries in the West. Furthermore, many recent refugees to Canada and other Western countries have two additional barriers to overcome: Many are black Africans with diverse cultural and ethnic backgrounds that are significantly different from those of the mainstream in the host countries and are significantly less proficient in the mainstream languages of their host countries and many refugees from Africa and the Middle East are Moslems, a religious tradition that many in the West have come to fear and despise, associating it with violence and terrorism (Asali, 2003).

Refugees who are unable to find work in Nairobi tend to rely on better-off members of their communities for support, particularly food and accommodation (Pavanello et.al 2010). Somali and Sudanese refugees in Komarock, Githurai and Kayole often ask for community contributions when they are out of money, or go to the mosque to ask fellow Somalis for help. A significant proportion of refugees receive overseas remittances. The remittances are used to purchase equipment and materials for businesses, pay house rent, buy food and pay school fees (UNHCR 2009b)

Urban refugees in Kenya and other African cities actively look for alternative settings in which to educate their children where access to education is limited or unavailable (Dryden-Peterson, 2004; 2006). One option is low-cost private schools for families that can afford the costs. However, many refugees in

Nairobi cannot afford to take their children to private schools, leaving them with the option of enrolling their children in alternative community schools, which they create for their children. One advantage of refugee community schools is that the children can use curriculum and languages of their countries of origin, which would facilitate voluntary repatriation, and help the children re-enter their own education system after repatriation (Inter-Agency Network for Education in Emergencies (INEE), 2006; Sinclair, 2002)

The 1951 Convention establishes that refugees have the same rights as non-refugee nationals from foreign countries with respect to the right to engage in wage-earning employment. Parties to the Convention are instructed to give “sympathetic consideration to assimilating the rights of all refugees with regard to wage-earning employment to those of nationals (1951 Convention Relating to the Status of Refugees, Article 17.1).” Access to economic opportunities for youth and adults can play a part in addressing other concerns, including the illegal recruitment of youth by combatant forces and the reintegration of adult demobilized combatants. Developing economic opportunities for displaced persons in the communities into which they have settled relies upon offering relevant skills training, apprenticeship and job placement programs, and seed grants for starting up income-generation projects. UNHCR formal and informal skills training programs for Burundi youth refugees in Tanzania, for example, were focused on the concept of “education for repatriation,” aiming to extend the skills of youth that would be most useful upon their return to their home country. An evaluation found that

the range of training activities within the programs were determined to have potential for the variety of skills that would be needed in the physical reconstruction of Burundi following a peaceful transition. However, the limitations of the program in the immediate term were the market constraints that would be increasingly evident in the case of a protracted displacement (Erik, 2002). Further studies on economic status of refugees parents would be necessary so as to find out the necessary measures to be undertaken to address Sudanese refugees parents financial status.

2.4.3 Social Factors influencing the Integration of Sudanese urban refugee pupils into Public Primary Schools

Global survey indicates that there are often difficulties in finding qualified teachers to provide education for refugee children, classrooms are often overcrowded, and there are challenges around curriculum and language of instruction, shortage of textbooks, learning materials, basic supplies, facilities are frequently over-crowded and lack basic sanitation. In some cases, questions about the language of instruction can determine patterns of refugee movements. Moreover, cultural practices such as early marriages or favoring boys' education over girls' education are major reasons for high drop-out and low attendance rates. Traumatic experiences, poor health status or disabilities and mental health problems as well as cultural and lingual differences, discrimination and harassment by fellow students and teachers are also contributing factors for non-attendance and high drop-out rates.

Pavanello et.al (2010), reported that some refugees prefer to send their children to schools based on the curriculum and language of the country of origin, as in the case of Great Lakes refugees that is the Rwandese. Refugee-school certificates are however not recognized by the Kenyan Ministry of Education. More over refugee children whose parents favor religious teaching as opposed to secular courses usually attend faith-based schools such as madarasa. They further stated that Madarasa are often attended by Ethiopian or Somali children who do not have the legal documents to access Kenyan public schools or cannot afford the costs associated with them. Critics of madarasa point to their focus on religious instruction at the expense of other subjects. UNHCR and GTZ have advocated for the inclusion of ma'alims madarasa teachers in public schools so that children can still receive an Islamic education, but within the formal education system and its wider curriculum.

Due to the conflict which displaced them, children have usually lost time in school and may find it difficult to catch up or may be embarrassed to be far older than other students in their classes. They may perceive stigma or discrimination because they come from elsewhere. There may also be concerns about the safety of children attending schools in unfamiliar settings. This seems particularly to apply to girls as most teachers are men and parents may fear sexual exploitation by male teachers from different countries or regions (Women's Commission for Refugee Women and Children, 2004). To

ascertain the findings of the above scholars, social factors affecting Sudanese urban refugees should be further investigated.

2.4.4 Government Policies on the Integration of Sudanese urban refugee pupils in Public Primary Schools

In 2006, the government of Kenya passed a Refugee Act implementing the 1951 United Nations Convention Related to the Status of Refugees, the 1967 Protocol and the 1969 OAU Convention. The development of the Act followed a period of sustained advocacy by UNHCR and civil society organizations. The Act classifies refugees into two main groups, statutory refugees and prima facie refugees, and lays out the conditions for the exclusion and withdrawal of refugee status. This includes those who have committed crimes either outside or within Kenya, have dual nationality and are able to seek refuge in their second country of origin, or people from places where the conditions for seeking refuge no longer exist.

While the GoK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them. In addition, while in some areas primary schools welcome refugee children, in others they request an ‘admission fee’, often in the form of a bribe for the headmaster, who otherwise would find excuses not to admit refugee children (World Refugee Survey, 2009 and study data). Poor refugees

also find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees (Dix, 2006).

Refugee families need official documentation to ensure that their children can access the primary education system, for example a form of identification for the child's guardian or parent and the child's birth certificate (Burton and Guiney, 2008). In some public schools in Eastleigh up to 70% of children are from refugee families, though in most cases children prefer to hide their refugee status and speak and act like Kenyans to avoid stigma and discrimination.

In addition, a number of organizations assisting refugees with tuition support and vocational training, including the African Refugee Programme (ARP)-Great Lakes and the Faraja Society state that for a refugee to be eligible for tuition fee payment, they often need to have been in Kenya for at least a year. While the GoK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them.

The United Nations' Convention on the Rights of the Child (CRC) entered into force in September 1990 and has been ratified by 193 countries for which Kenya is affiliate. Because the CRC sets out the "rights" of children, the prohibition against discrimination in Article 2 means that whatever benefits a State provides to its own child citizens must be afforded to all children within its territory. Furthermore, several articles specifically address children's right to education, as well as humanitarian assistance when seeking refugee status.

Article 22 states that children who are refugees shall be ensured their human rights through protection and humanitarian assistance. Articles 28 and 29 articulate the right to education for all children, implicitly including refugees and internally displaced persons. Government policies are among major factors that need further research in accomplishment of integration of urban refugees.

2.5 Summary of Literature Review

In integration of Sudanese urban refugees in the public primary schools, the study indicated that GoK has done much in introduction of Free Primary Education Policy (FPE) to encourage poor parents to enroll children in school. Further, the elimination of school fees has resulted in positive gains in public primary school enrolment. However, verification and accreditation of academic qualifications attained in foreign countries presents additional challenges enrolling children in appropriate classes.

Studies revealed that on effects of teacher attitudes on urban refugee and pupils' integration into public primary schools; favourable teacher attitudes are thought by many educators to be crucial if inclusive education will succeed. It is absolutely imperative for the investigator to specify the type of specialty because teacher attitudes have been found to vary with the type of specialty and the extent of instructional adaptations required for accommodating such students (Booth and Ainscow, 1998).

The attitudes result in teachers giving priority to socially sensitive teaching practices, but teachers may also feel less competent to provide the adequate level of content to the newcomer children, and to facilitate their learning. However the lack of appropriate curriculum (materials) and sound information about the child's previous educational experiences, as well as poor assessment of general knowledge and skills, can pose challenges to teachers' daily life in a classroom with these children.

Studies revealed that in economic factors affecting the integration of Sudanese urban refugee pupils into public primary schools; fleeing persecution during the cold war in Europe, represented traditional refugees to Canada (Asali, 2003); in the same line very few refugee children attend secondary schools, largely due to costs, which are also prohibitive for poor Kenyans. Access to economic opportunities for youth and adults can play a part in addressing other concerns, including the illegal recruitment of youth by combatant forces and the reintegration of adult demobilized combatants.

On social factors affecting the integration of Sudanese urban refugee pupils into public primary schools, global survey indicated that there are often difficulties in finding qualified teachers to provide education for refugee children, classrooms are often overcrowded, and there are challenges around curriculum and language of instruction, shortage of textbooks, learning

materials, basic supplies, facilities are frequently over-crowded and lack basic sanitation (Wagacha and Guiney, 2008)

Concerns about the safety of children attending schools in unfamiliar settings may have arisen. This seems particularly to apply to girls as most teachers are men and parents may fear sexual exploitation by male teachers from different countries or regions (Women's Commission for Refugee Women and Children, 2004).

Government policies affecting the integration of Sudanese urban refugee pupils into public primary schools; studies indicate that the government of Kenya passed a Refugee Act implementing the 1951 United Nations Convention Related to the Status of Refugees, the 1967 Protocol and the 1969 OAU Convention. The development of the Act followed a period of sustained advocacy by UNHCR and civil society organizations. Articles 38 and 39, as well as the Optional Protocol on the Involvement of Children in Armed Conflict, address the issue of child soldiers and the promotion of both physical and psychological recovery and social integration of children affected by armed conflicts.

The literature reviewed in this study has focused on other studies carried out on some elements of integration. None of the above mentioned studies

addressed factors influencing the implementation of integration of Sudanese urban refugees in Kikuyu district in particular.

This study therefore is aimed at providing information to fill this gap.

2.6 Theoretical Framework

The aim of the study was to determine the factors affecting the integration of urban refugee children into the Public primary schools. The study was based on the Theory of Integration.

Robinson Theory (1998) of Integration discusses the integration as a concept used by many but understood differently by most. 'Integration is a long-term two-way process of change that relates both to the conditions for and the actual participation of refugees in all aspects of life of the country of durable asylum as well as to refugees' own sense of belonging and membership of European societies', European Council of Refugees and Exiles (ECRE 1999b).

Theories of Integration adopted by a nation inevitably depend on that nation's sense of identity, its 'cultural understandings of nation and nationhood' (Saggar, 1995). This sense of identity as a nation incorporates certain values; and these are values that significantly shape the way that a concept such as integration is approached.

This study considered effects of attitudes on integration of urban refugee pupils: The manner through which social factors affected the integration of

Sudanese urban refugee pupils' in public primary schools. Further, determined whether government policies affected the integration of such pupils and how refugee parents' economic status affects the integration of Sudanese urban refugee pupils in public primary schools.

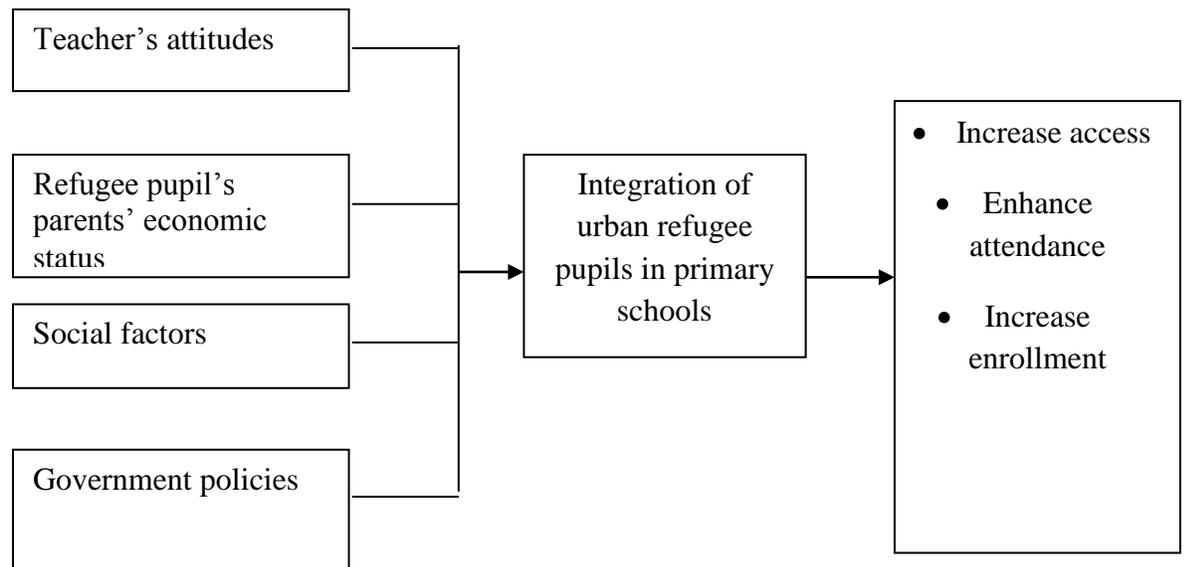
Refugee children's experience of education is impacted by insufficient support for learning the host-society language, isolation and exclusion. However some schools provide special language units for refugee children in seeking to meet their needs, but recognize that such provision limit opportunities for mixing with local children.

This theory is applicable in this study because once the refugees learners are included in the public primary school; they will interact and be supported by teachers and peers in the learning process. The improved teachers' attitude and government policies will assist refugee learners to develop to their highest level of independence. Once all this is done, the challenged learners will be able to realize their full potential in academics.

2.7 Conceptual Framework

A conceptual framework is a presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome. The conceptual framework of this study identifies the variables under study and shows their relationships as indicated in figure 2.1

Figure 2.1: Factors Affecting Integration of Sudanese Urban Refugee pupils in the Public primary schools



As indicated in figure 2.1 the conceptual framework is showing that appropriate adaptation of teachers' attitude, economic and social factors and government policies are likely to ensure effective implementation of integration in public primary school. This will lead to an increased enrolment, enhanced attendance and increased access to education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter deals with methodological procedures employed in the study. This included; research design, target population, sample size and sampling procedure, research instruments, reliability of instruments, validity of instruments, data collection instruments and data analysis techniques.

3.2: Research design

The study adopted a descriptive study design. Orodho (2003) describes a descriptive study as collecting data in order to get a detailed description of current practices, status of the subject or situation required. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Descriptive study design was chosen because it is appropriate for educational fact finding and yields a great deal of information, which is accurate. The research aimed at gathering accurate information on factors influencing the integration of Sudanese urban refugees in public primary schools.

3.3 Target population

Kombo and Tromp (2006) define a population as a group of individual objects or items from which samples are taken for measurement. The study targeted all the 10 public primary schools with high population of Sudanese urban refugees' pupils in Kikuyu District. It comprised of 10 head teachers and 134

teachers. The head teachers were seen as useful respondents as they are the coordinators and managers of the learning activities in a school. The teachers are directly involved in the actual implementation of learning processed in the classrooms.

3.4 Sample size and sampling procedure

This section described the procedures used in sampling and gave the sample sizes for the schools head teachers and teachers. Orodho (2002) defines sampling as a process of selecting a given number of subjects from a defined population as a fair representative of that population. Statements made about the sample should also be true of the population. The target population of 134 teachers was required, a sample size of (30%), 40 teachers from the schools that were represented (Orodho 2002). All the head teachers from the 10 schools with high population of Sudanese urban refugee pupils were purposively selected. The sample size therefore was 50 respondents; 10 head teachers and 40 teachers from targeted schools. The data was collected from primary source, using questionnaires. Simple random techniques was used to come up with a representative sample size for teachers then analyzed using both qualitative and quantitative techniques. The data was presented in form of n tables.

3.5 Research Instruments

Self-developed questionnaire were used in this study. Orodho and Kombo (2003) states that in questionnaires, respondents feel in answers in written

from and the researcher collects the forms with the completed information. They included two questionnaires (one for the head teacher and the other for the teachers) both with open ended and close ended questions. The open ended questions would give qualitative data while the closed ended questions would give quantitative data. The questionnaires had two sections each; section one elicited demographic information of the respondents and section two elicited information on factors influencing integration of Sudanese urban refugees in public primary schools.

3.6 Instrument Validity

According to Mugenda and Mugenda (1999), “Validity is the accuracy and meaningfulness of inferences which are based on the research results”. It is establishing whether the questionnaire content is measuring what it is supposed to measure. Validity is thus the degree to which results obtained from analysis of the data actually represent the phenomenon under the study. The pilot study assisted in determining clarity, accuracy and suitability of the instruments.

In order to improve validity, the supervisor validated the value content of the instruments then modifications of themes were made where necessary. Information gathered was cross-checked with other secondary sources to ensure authenticity and accuracy. This analysis was to show any ambiguity or grammatical errors which needed to be corrected.

3.7 Instrument Reliability

Reliability is a measure of degree to which a researcher instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 1999). To ensure reliability, test re-test method was applied. This involved administering the same questionnaire at an interval of one week to the same group and then comparing the two scores. A comparison between the two responses obtained in the two tests was made using Pearson Product moment correlation coefficient (r) as indicated below

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{([N \sum X^2 - (\sum x)^2][N \sum Y^2 - (\sum y)^2])^{1/2}}$$

Where $\sum xy$ = sum of the gross product of the values of each variable

$(\sum x)(\sum y)$ = product of the sum of X and the sum of Y and N= total number of item. If the reliability of the instrument is above 0.80, it is considered to have a very good reliability. The reliability of the instrument was found to be $p=0.78$ and therefore satisfactory.

3.8 Data Collection Procedure

The researcher sought permission from the National Council of Science and Technology through an introduction letter from the University of Nairobi. Subsequent clearance to carry out the research was obtained from the District Commissioner (DC) and the District Education Officer (DEO) of Kikuyu District. The researcher then sought permission from the head teachers of the target primary schools. The researcher visited each school and administered

the questionnaire after explaining to the respondents the expected role in the research. Personally administered questionnaires were used for the head teachers because as stated by Kothari (2003), it helps to establish rapport with the respondents and make clarifications, increasing return ratios.

3.9 Data analysis techniques

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. Data analysis procedures employed involved both quantitative and qualitative procedures. Quantitative data was analysed using descriptive statistics such as n counts and percentages. Quantitative data analysis required the use of a computer spread sheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002) states that SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on refugee education. The qualitative data was presented in line with the objectives of the study. The results of data analysis were presented using n distribution tables.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the factors affecting the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District, Kiambu County, Kenya. The analysis of data collected and its interpretation was in relation to the objectives and the research questions of the study. Data presented include the respondents' views regarding the teachers' attitude, parents' economic status, social factors, government policies that affect the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District, Kiambu County. Data presented in both descriptive and tabular form.

4.2 Questionnaire Return Rate

The researcher targeted 40 public primary school teacher and 10 head teachers according to the researchers sample size. A total of 40 questionnaires (100 percent) were returned from teachers. In the case of the head teachers, the researcher targeted 10 of the head teachers from public primary schools. All the 10 head teachers responded, representing (100 percent) return rate. The questionnaire return rate for both teachers and head teachers was (100 percent) and therefore, considered very satisfactory for the purpose of the study.

Table 4.1

Questionnaire return rate

Respondents	Expected (f)	Returned (f)	Percent (%)
teachers	40	40	100.0
Head teachers	10	10	100.0
Total	50	50	100

The table above indicates that no all questionnaires were returned successfully and none was lost or destroyed.

4.3 Demographic data of Respondents

The data presented in this section focus on the respondents' gender, age, academic and professional qualification, teaching experience in years.

4.3.1 Respondents' age

The researcher asked both the teachers and head teachers to indicate their age in the questionnaires. Their responses were tabulated as shown on table 4.2 and 4.3 respectively.

4.2 Teachers' gender

Gender	f	Percent (%)
Male	15	37.5
Female	25	62.5
Total	40	100.0

According to the table majority of the teachers 25 (62.5 percent) were female and 15, 37.5percent were male.

4.3 Head teachers' gender

Gender	f	Percent (%)
Male	3	30.0
Female	7	70.0
Total	10	100.0

According to the table majority of the head teachers 7, (70percentage) are female and 30 percent are male. This indicates that there are more male teachers than female. While the female head teacher are more than the male head teachers.

4.3.2 Respondents Age

The study sought to establish the age of the respondents. Both teachers and head teachers were asked to indicate their age. The findings were presented in the tables below

Table 4.4 Age of teachers

Age	f	Percent (%)
26-30yrs	8	20.0
31-35yrs	10	25.0
41-46yrs	13	32.5
51-55yrs	9	22.5
Total	40	100.0

Data table 4.4 indicates the most of the teachers 13, (32.5 percent) are aged between 41-46 years; only 8 of the teachers are aged between 26-30 years.

4.5 Age of Head teachers

Age	f	Percent (%)
31-35yrs	1	10.0
41-46yrs	2	20.0
51-55yrs	5	50.0
56-60yrs	2	20.0
Total	10	100.0

According to the table majority of the head teachers, 50 percent are aged between 51 and 55 years. Generally, majority of the respondents ages are between 41 and 55 years. This shows that the respondents were in their prime and would therefore be expected to work efficiently and effectively.

4.3.3 Respondents academic qualification

Head teachers' and teachers' academic qualifications were also sought to find out their efficiency in the implementation of integration in public primary school. Effective implementation integration requires qualified head teachers and teachers, this could assist them to successfully implement integration enabling urban refugee pupils learn best in typical setting with the peers. The teachers and the head teachers' academic qualifications are shown in tables 4.6 and 4.7 respectively

4.6 Teachers Academic qualifications

Academic qualification	f	%
Master in education	1	2.5
B. Ed	14	35.0
Diploma in education	10	25.0
p1	15	37.5
Total	40	100.0

As shown in table 4.6, 37.5 percent of the teachers attained P1, 35 percent of them had a bachelor's in education while 25percent of them had a diploma in education. Only 1 teacher had masters in education.

4.7 Head teachers' academic qualifications

Academic qualification	f	Percent (%)
Master's in education	3	30.0
Bachelors in Education	5	50.0
Diploma in education	2	20.0
Total	10	100.0

From table 4.7 it is clearly indicated that majority of the head teachers', 50 percent have a bachelor's degree in Education. However, a fairly high percentage (30 percent) has a master's degree in education. Only 20 percent of the head teachers are diploma holders.

This shows that the respondents were educated and would therefore be expected to deal diligently with issues arising from integration of urban refugee pupils. This also helped to ascertain the challenges encountered in integration.

4.3.4 Teaching experience

The researcher also sought to find out the teachers and head teachers teaching experience as this would help to identify how long the respondents have interacted with pupils. The teachers and head teachers teaching experience are in tables 4.8 and 4.9 respectively.

4.8 Teachers teaching experience

Teaching experience	f	Percent (%)
0-5 years	1	2.5
6-10 years	1	2.5
11-15 years	9	22.5
16-20 years	13	32.5
21-25 years	7	17.5
26-30 years	3	7.5
31-35 years	3	7.5
36-40 years	3	7.5
Total	40	100.0

Table 4.8 most of the teachers 13 (32.5percent) have a teaching experience of 16-20 years.

4.9 Head teachers teaching experience

Teaching experience	f	Percent (%)
0-5yrs	1	10.0
6-10yrs	3	30.0
11-15yrs	4	40.0
16-20yrs	2	20.0
Total	10	100.0

This table indicates that 4 (40 percent) of the head teachers have a teaching experience of 11-15 years, 30% of them had taught for 6-10 years while 20 percent of them had taught for 16-20 years. Only one (10 percent) of the head teachers has an experience of 0-5years. On the other hand,

This shows that most of the respondents had worked for long periods and would be conversant with the concept of integration and also know the challenges faced especially with urban refugee pupils.

4.3.5 Numbers of teachers

The researcher asked the head teachers to indicate the number of teaching staff in their schools. Further the researcher sought to find out the gender of the teaching

staff in their school. This would be important as it would enable the researcher to identify whether the schools have sufficient number of teaching staff to effectively meet the needs of all students. The responses from the head teachers are shown in table 4.10 below

Table 4.10: Number of teaching staff

No. of teaching staff	Females		Males	
	n	%	n	%
1 – 5 teachers	10	100.0	0	0.0
6 – 10 teachers	0	0.0	3	30.0
11 – 15 teachers	0	0.0	2	20.0
16 – 20 teachers	0	0.0	3	30.0
Over 20 teachers	0	0.0	2	20.0
Total	10	100.0	10	100.0

As shown in Table 4.10, all the schools had between 1-5 female teachers. On the other hand, 3 schools had 6 – 10 teachers and 16 – 20 teachers respectively while 2 had 11 – 15 teachers and over 20 teachers respectively. On the overall, most schools had more male teachers than female teachers. This shows that there is gender imbalance of teachers in primary schools. This data helps to ascertain unsuitable handling of challenges faced by girl child in school as they may not be able to share some of the problems with male teachers.

4.4 Findings on the Effect of Teachers' Attitudes on Sudanese Urban Refugee Pupils' Integration in Public Primary Schools

Favourable teacher attitudes are thought by many educators to be crucial if inclusive education will succeed. Booth and Ainscow (1998) contend that in studies involving inclusive education, it is absolutely imperative for the investigator to specify the type of specialty because teacher attitudes have been found to vary with the type of specialty and the extent of instructional adaptations required for accommodating such students.

The first objective of the study sought to establish the effect of teachers' attitudes on Sudanese urban refugee pupils' integration in public primary schools in Kikuyu District. To address this objective, the respondents (head teachers and teachers), were given a series of items in a table regarding teachers' attitudes towards integrating urban refugee pupils in their classes. The respondents were required to respond to the items in the questionnaire by rating their agreement levels on a 4-point Likert scale ranging from strongly agree to strongly disagree. They responded as shown below.

4.11 Teachers attitudes according to head teachers

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
a) Teachers in my school are very welcoming	8	80.0	2	20.0	0	0.0	0	0.0
b) Teachers in this school use positive language in integrating refugee pupils in their classes	6	60.0	4	40.0	0	0.0	0	0.0
c) Teachers support all pupils in integrating activities such as group discussions	6	60.0	4	40.0	0	0.0	0	0.0
d) Teachers teach all pupils equally regardless of their origin	9	90.0	0	0.0	1	10.0	0	0.0
e) Teachers are hospitable to all children	9	90.0	0	0.0	1	10.0	0	0.0
f) Teachers are friendly to all pupils in their classrooms	9	90.0	0	0.0	1	10.0	0	0.0
g) Teachers accommodate refugees children in their classrooms	9	90.0	1	10.0	0	0.0	0	0.0

As shown in Table 4.11, the head teachers agreed with most of the statements in the table. However a number of head teachers differed on some of teachers' attitude. Results from the above table implies that teachers in schools with refugees in Kikuyu District likely a positive attitude towards Sudanese urban refugee pupils.

4.12: Teachers' attitudes towards integration

Statement: As a teacher I;	SA		A		D		SD	
	F	%	F	%	F	%	F	%
a) Welcome all pupils in my class	29	72.5	10	25.0	1	2.5	0	0.0
b) Am friendly to all the urban refugee children in my class and I strive to accommodate them	27	67.5	11	27.5	2	5.0	0	0.0
c) Do not understand Sudanese native language	24	60.0	14	35.0	0	0.0	2	5.0
d) Am not comfortable handling refugee pupils	1	2.5	7	17.5	6	15.0	26	65.0
e) Feel incompetent to handle refugee pupils in my classroom	1	2.5	8	20.0	11	27.5	20	20.0
f) Would like to transfer all refugee children in my class to another school because they do not understand anything	1	2.5	3	7.5	14	35.0	22	55.0
g) Have learned different culture of my pupils	8	20.0	19	47.5	2	5.0	11	27.5
h) Have formed mixed groups in my class	16	40.0	18	45.0	1	2.5	5	12.5
i) Would prefer refugee children to be in their own schools in the camps	1	2.5	2	5.0	12	30.0	25	62.5
j) Use varied teaching learning methods discriminatively	5	12.5	2	5.0	7	17.5	26	65.0

Table 4.12 shows that the teachers agreed with the positive statements and disagreed with the negative statements, which shows that they have positive attitudes towards the integration of Sudanese urban refugee pupils.

As shown in both tables the teachers had very positive attitudes towards the integration of urban Sudanese refugee pupils into regular classrooms, while only a few teachers had a negative attitude. This is a strong indicator that the teachers in Kikuyu District had positive attitudes towards the integration of Sudanese urban refugee pupils into regular classrooms. Further, head teachers think that teachers in their school can improve their attitude towards urban refugee pupils by being educated to involve them in all activities, having workshop for teachers, give individual attention to refugee children and treat them as equals to other children.

In a comparative study, Cava and Madison (1978), suggested that unfavourable teacher attitudes towards accepting refugee children stem from insecurity and sometimes sentiment, arising from ignorance and inexperience of refugee children. In addition to knowledge and experience there are two other major factors which have been demonstrated to be important in fostering positive attitudes among class teachers towards refugee pupils, these are an ideological commitment to the principal of integrating handicapped children into normal society and the provision of adequate resources and support services to help the teacher cope with the additional responsibility of a refugee child.

4.5 Effects of Refugee Parents' Economic Status on the Integration of Sudanese Urban Refugee Pupils in Public Primary Schools

The second objective of the study sought to establish the effects of refugee parents' economic status on the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District. To address this objective, the respondents were given a series of items in tables and were required to rate their agreement levels ranging from strongly agree to strongly disagree. Table 4.13 shows refugee parents' economic status.

4.13 Refugee parents' economic status as gauged by head teachers

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Refugee parents are able to provide school uniform for their children	6	60.0	4	40.0	0	0.0	0	0.0
Refugee parents are able to provide textbooks for their children	2	20.0	8	80.0	0	0.0	0	0.0
The school charges extra levies for refugee children but most of their parents cannot afford it	0	0.0	3	30.0	4	40.0	3	30.0
Financially unstable parents are unable to take their children to school	3	30.0	5	50.0	2	20.0	0	0.0
Most refugee children drop out of school to help their parents raise money	1	10.0	4	40.0	3	30.0	2	20.0
Most refugee parents whose relatives have been resettled in third countries get financial support to take their children to school	1	10.0	4	40.0	3	30.0	2	20.0

As shown in table 4.13, refugee parents are able to provide uniforms and textbooks for their children and those who are financially unstable are unable to take their children to school. The information in the table implies that refugee parents' economic status was stable.

To further reinforce the information given by the head teachers, the teachers were given a series of items in a table and they responded as shown in table 4.14.

4.14: Refugee parents' economic status as gauged by teachers

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Refugee parents are able to afford textbooks for their children	2	5.0	15	37.5	18	45.0	5	12.5
Refugee parents are capable of providing school uniforms for their children	3	7.5	22	55.0	11	27.5	4	10.0
The school charges extra levies for refugee children but most of the parents cannot afford	5	12.5	12	30.0	13	32.5	10	25.0
Refugee children parents from poor background do not prioritize education	6	15.0	22	55.0	6	15.0	6	15.0
Most refugee children drop out of school to help their parents raise money	4	10.0	17	42.5	14	35.0	5	12.5
Most refugee children do not have proper school uniform because their parents cannot afford	15	37.5	11	27.5	6	15.0	8	20.0

Table 4.14 shows that over 50 percent of the teachers indicated that refugee parents are able to provide school uniforms for their children and that refugee

parents from poor backgrounds do not prioritize education. Similar to the information given by the head teachers that refugee pupils drop out of school to help their parents raise money, 52.5 percent of the teachers indicated that refugee pupils drop out of school to help their parents raise money. This is an indicator that the refugee parents only sent their children to school if they could afford it. If they could not, they drew their children from school to help them raise money. This implies that refugee parents' economic status was not stable.

The overall results are an indicator that the refugee parents' economic status was high enough to enable them to send their children to school and fulfill their school needs, thus it affected the integration of Sudanese urban refugee pupils' integration positively. Further, majority of the head teachers were on the opinion that refugees parents look for local employment to get income to be able to provide for their children educational needs. Others think that the parents should get funding from non-governmental organizations, while others suggest that should do manual work to acquire skills.

The 1951 Convention establishes that refugees have the same rights as non-refugee nationals from foreign countries with respect to the right to engage in wage-earning employment. Parties to the Convention are instructed to give "sympathetic consideration to assimilating the rights of all refugees with regard to wage-earning employment to those of nationals (1951 Convention Relating to the Status of Refugees, Article 17.1)." Access to economic opportunities for

youth and adults can play a part in addressing other concerns, including the illegal recruitment of youth by combatant forces and the reintegration of adult demobilized combatants and enabling them to send their children to school. This indicates that if refugees' parents are given adequate support they can be able to sustain their children in schools.

4.6 Effects of Social Factors on the Integration Sudanese Urban Refugee Pupils' in Public Primary Schools

The third research objective if the study sought to establish the effects of social factors on the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District. To address this objective, the respondents were given a series of items in tables and were required to rate their agreement levels ranging from strongly agree to strongly disagree as shown in Tables.

4.15: Social factors affecting integration according to head teachers

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Most refugee parents prefer to send their children to schools which use their native language	2	20.0	1	10.0	2	20.0	5	50.0
The refugees and the host pupils use teaching and learning facilities together without discrimination	10	100.0	0	0.0	0	0.0	0	0.0
The host pupils do not understand refugees cultures	2	20.0	8	80.0	0	0.0	0	0.0
Some refugee pupils have very poor health and can therefore not be integrated in schools	2	20.0	1	10.0	4	40.0	3	30.0
The host pupils share their books in class with the refugee pupils	9	90.0	1	10.0	0	0.0	0	0.0
Some refugee pupils suffer from humiliation because of advance in age over host pupils	8	80.0	1	10.0	1	10.0	0	0.0
Refugee pupils feel insecure in the schools	4	40.0	2	20.0	3	30.0	1	10.0
Refugee pupils face uncertainty while attending school in unfamiliar settings	6	60.0	2	20.0	2	20.0	0	0.0
Refugee pupils come from poor backgrounds, which do not allow them to attend school	2	20.0	5	50.0	1	10.0	2	20.0
Refugee pupils are often stigmatized by the community around the schools they attend	0	0.0	3	30.0	3	30.0	4	40.0

As shown in table 4.15, all the head teachers strongly agreed with the statement that the refugees and host pupils use the teaching and learning resources together without discrimination, 90 percent of them strongly agreed that the host pupils share their books in class with refugee pupils, 30 percent of the head teachers agree that refugee pupils are often stigmatized by the

community around the school their attend, 50 percent of the head teachers strongly disagreed that parents prefer to send their children to schools which use their native language, further 10 percent of the head teacher disagree with the sentiments that some refugees pupils suffer from humiliation because of advance in age over host pupils. The head teachers seemed to agree with most of the statements, implying that the social factors affect integration of Sudanese urban refugee pupils.

The teacher further gave their opinion regarding the effects of social factors on Sudanese urban refugee pupils' integration as shown in Table 4.16.

Table 4.16: Social factors affecting integration according to teachers.

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Both refugees and host pupils share teaching learning materials non discriminatively	29	72.5	11	27.5	0	0.0	0	0.0
Some refugee cultural practices are against sending children to school, especially girls	4	10.0	18	45.0	10	25.0	8	20.0
Some ailments deter refugee pupils from attending school	8	20.0	16	40.0	11	27.5	5	12.5
Refugee children face discrimination from fellow pupils and teachers	2	5.0	9	22.5	10	25.0	19	47.5
over-age refugee pupils feel embarrassed when learning with school going age host pupils	11	27.5	17	42.5	4	10.0	8	20.0
Refugee pupils undergo traumatic experiences which may make them unable to stay in school	9	22.0	22	55.0	5	12.5	4	10.0
Refugee pupils face uncertainty while attending school in unfamiliar settings	6	15.0	19	47.5	9	22.5	6	15.0
Refugees parents from poor backgrounds do not prioritize girl child education	9	22.0	18	45.0	8	20.0	5	12.5
Refugee pupils are often harassed by the community members around the schools they attend	2	5.0	8	20.0	11	27.5	19	47.5

As shown in Table 4.16, 72.5 percent of the teachers strongly agreed with the statement that both refugees and host pupils share teaching learning materials non-discriminatively, 55 percent of the teachers agree with the statement that Refugee pupils undergo traumatic experiences which may make them unable to stay in school, further 27.5 percent of the teachers disagree with the statement that some ailments deter some refugee pupils from attending

schools and 47.5 percent of the teachers strongly disagree with the sentiments that refugee children face discrimination from fellow pupils and teachers.

Over 50 percent of the teachers seemed to agree with the statements in the table, which implies that social factors have an effect on the integration of Sudanese urban refugee pupils.

Generally majority of the respondents indicated that social factors affected Sudanese urban refugee pupils' integration positively. This indicates that social factors affected the integration of Sudanese urban refugee pupils' integration positively. Further, the head teachers think that the following can be done to improve integration of urban refugee children in their school: come up with strategic plans, creating awareness, encourage integration, improve government policies, guidance and counseling and having common programs.

Global survey indicates that there are often difficulties in finding qualified teachers to provide education for refugee children, classrooms are often overcrowded, and there are challenges around curriculum and language of instruction, shortage of textbooks, learning materials, basic supplies, facilities are frequently over-crowded and lack basic sanitation. In some cases, questions about the language of instruction can determine patterns of refugee movements. Moreover, cultural practices such as early marriages or favoring boys' education over girls' education are major reasons for high drop-out and low attendance rates. Traumatic experiences, poor health status or disabilities and mental health problems as well as cultural and lingual differences,

discrimination and harassment by fellow students and teachers are also contributing factors for non-attendance and high drop-out rates. Some of these social factors have negative bearings on services for urban refugees' pupils. This could possibly be one of the reasons inhibiting integration of urban refugee. No wonder implementation still remains a problem.

4.7 Effects of Government Policies on the Integration of Sudanese Urban Refugee Pupils in Public Primary Schools

The fourth research objective of the study sought to establish the effects of government policies on the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District. To address this objective, the respondents were given a series of items in tables and were required to rate their agreement levels ranging from strongly agree to strongly disagree. The Tables below indicates the effects of government policies on integration.

Table 4.17: Effects of government policies on integration

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Teachers are aware that refugee children have a right to education	6	60.0	4	40.0	0	0.0	0	0.0
Education policy 2003, all school going age children should be admitted in schools including refugee children	8	80.0	2	20.0	0	0.0	0	0.0
Schools charge extra levies on admission for refugee children but not to host children	1	10.0	1	10.0	5	50.0	3	30.0
Identification from refugee parents before admitting their children to school (UNHCR-Refugee protection 2009)	3	30.0	3	30.0	1	10.0	3	30.0
Teachers are aware that refugees children have a right to protection (Children's Act 2001)	7	70.0	3	30.0	0	0.0	0	0.0

As shown in table 4.17, over 70 percent of the head teachers strongly agreed with the statements that: Since the Kenyan government started free primary education, all school going age children should be admitted in schools including refugee children and Teachers are aware that refugees children have a right to protection. On the other hand, 80 percent of the head teachers disagreed that schools charge extra levies on admission for refugee children but not to host children. Based on this analysis, it is clear that government policies had an effect on the integration of Sudanese urban refugee pupils since the policies coarse smooth access of education.

Further, the teachers gave their opinion regarding the effect of government policies in Sudanese urban refugee pupils' integration as shown in table 4.18.

4. 18 Teachers' views on effect of government policies on integration

Statement	SA		A		D		SD	
	n	%	n	%	n	%	n	%
Teachers are aware of refugee children's rights (1951 UN Refugee policy on integration)	9	22.5	24	60.0	6	15.0	1	2.5
school admits all children, including refugees (2003 FPE policy)	23	57.5	14	35.0	3	7.5	0	0.0
No child should be discriminated (the Kenyan constitution)	31	77.5	9	22.5	0	0.0	0	0.0
The school asks for official documents from refugee parents (Refugee policy 2006)	10	25.0	15	37.5	6	15.0	9	22.5
Teachers are aware of government policies governing refugees	13	32.5	13	32.5	13	32.0	2	5.0

Table 4.18 shows that 77.5percent of the teachers strongly agreed with the statement that no child should be discriminated. 60 percent of them also agreed that Teachers are aware of refugee children's rights and uphold them. The rest responded as shown in the table. Most of the respondents either strongly agreed or agreed with the statements in the table, implying that government policies had an effect on integration of Sudanese urban refugee pupils.

To establish the level of the effect of government policies, the following was computed and the results were as shown in Table 4.19.

4.19 Overall view on Effect of government policies on integration

Effect of government policies	Head teachers		Teachers		Total
	N	%	n	%	%
Very positive	5	50.0	17	42.5	92.5
Positive	3	30.0	15	37.5	67.5
Negative	1	10.0	6	15.0	25.0
Very negative	1	10.0	2	5.0	15.0
Total	10	100.0	40	100.0	100.0

Table 4.19 shows that at least 90 percent of the respondents indicated that government policies had a very positive effect on integration of Sudanese urban refugees, the rest of the respondents thought otherwise.

While the GoK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them. In addition, while in some areas primary schools welcome refugee children, in others they request an ‘admission fee’, often in the form of a bribe for the headmaster, who otherwise would find excuses not to admit refugee children (World Refugee Survey, 2009 and study data). Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees (Dix, 2006). Therefore this study indicates that flexible government policies would favor integration of urban refugees.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate the factors affecting the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District, Kiambu county Kenya. This was done by examining various variables that may affect the effective implementation of integration into public primary schools. These variables included teachers' attitude that affect Sudanese urban refugee pupils', parents' economic status, social factors affecting the integration as well as government policies affecting the integration of Sudanese urban refugee pupils in public primary schools, which formed the research objectives.

5.3 Major findings of the study

This section summarizes the major findings of the study. To help realize the research objectives four research questions were formulated.

On the first objective the researcher sought to investigate the attitude if teachers towards integration of Sudanese urban refugee pupils in public primary schools. The study established that teachers in schools with refugees in Kikuyu District have positive attitudes towards Sudanese urban refugee

pupils. Over 60% of the respondents reported that teachers had very positive attitudes towards the integration of urban Sudanese refugee pupils into regular classrooms, over 20% of them reported teachers had positive attitudes while only a few respondents reported that teachers had a negative attitude. This is a strong indicator that the teachers in Kikuyu District had positive attitudes towards the integration of Sudanese urban refugee pupils into regular classrooms. Further, head teachers think that teachers in their school can improve their attitude towards urban refugee pupils by being educated to involve them in all activities, having workshop for teachers, give individual attention to refugee children and treat them as equals to other children.

Regarding refugee parents' economic status, the study findings revealed that refugee parents are able to provide uniforms and textbooks for their children and those who are financially unstable are unable to take their children to school. The information in the table implies that refugee parents' economic status was stable. Over 50% of the teachers indicated that refugee parents are able to provide school uniforms for their children and that refugee parents from poor backgrounds do not prioritize education. Similar to the information given by the head teachers that refugee pupils drop out of school to help their parents raise money, 52.5% of the teachers indicated that refugee pupils drop out of school to help their parents raise money. This is an indicator that the refugee parents only sent their children to school if they could afford it. If they could not, they drew their children from school to help them raise money. This implies that refugee parents' economic status was not stable. Over 40%

of the respondents indicated that refugee parents had high economic status. Over 20% of them indicated that the refugee parents had a low economic status. This is an indicator that the refugee parents' economic status was high enough to enable them to send their children to school and fulfill their school needs, thus it affected the integration of Sudanese urban refugee pupils' integration positively. Further, majority of the head teachers were on the opinion that refugees parents look for local employment to get income to be able to provide for their children educational needs. Others think that the parents should get funding from non-governmental organizations, while others suggest that should do manual work to acquire skills.

The study found out that all the head teachers strongly agreed with the statement that the refugees and host pupils use the teaching and learning resources together without discrimination and 90% of them strongly agreed that the host pupils share their books in class with refugee pupils. The head teachers seemed to agree with most of the statements, implying that the social factors affect integration of Sudanese urban refugee pupils. 72.5% of the teachers strongly agreed with the statement that both refugees and host pupils share teaching learning materials non-discriminatively. Over 50% of the teachers seemed to agree with the statements in the table, which implies that social factors have an effect on the integration of Sudanese urban refugee pupils. At least 70% of the head teachers indicated that social factors affected Sudanese urban refugee pupils' integration positively while at least 50% of the teachers supported this. This indicates that social factors affected the

integration of Sudanese urban refugee pupils' integration positively. Further, the head teachers think that the following can be done to improve integration of urban refugee children in their school: come up with strategic plans, creating awareness, encourage integration, improve government policies, guidance and counseling and having common programs.

The study established that over 70% of the head teachers strongly agreed with the statements that: Since the Kenyan government started free primary education, all school going age children should be admitted in schools including refugee children and Teachers are aware that refugees children have a right to protection. On the other hand, 80% of the head teachers disagreed that schools charge extra levies on admission for refugee children but not to host children. This shows that government policies had an effect on the integration of Sudanese urban refugee pupils. 77.5% of the teachers strongly agreed with the statement that no child should be discriminated. 60% of them also agreed that Teachers are aware of refugee children's rights and uphold them. Most of the respondents either strongly agreed or agreed with the statements in the table, implying that government policies had an effect on integration of Sudanese urban refugee pupils. 80% of the respondents indicated that government policies had a positive effect on integration of Sudanese urban refugees while only a few of the respondents thought otherwise. This is an indicator that on the overall, government factors affect the integration of Sudanese urban refugee pupils positively.

5.4 Conclusion

Based on the findings of the study as summarized above, it can be concluded that teachers' attitudes, social factors, refugee parents' economic status and government policies affect the integration of Sudanese urban refugee pupils' integration into public primary schools in Kikuyu District. The study revealed that teachers in public primary schools in Kikuyu District had positive attitudes towards the integration of Sudanese urban refugee pupils into public primary schools, which in turn affected the pupils' integration positively.

It emerged that refugee parents' economic status was stable enough to allow them to send their children to local public primary schools and to provide for their school needs which included paying for their school fees, providing uniforms and learning materials. This had a positive effect on the Sudanese pupils' integration into public primary schools. The study found out that the social factors such as teaching/learning materials, cultural practices, age, and health issues did not deter the Sudanese refugee pupils from attending school, and therefore had a positive effect on their integration. Government policies were also found to have a positive effect on integration of Sudanese urban refugee pupils.

5.5 Recommendations

In the light of the finding, the following recommendations were made,

- i. Teachers should be trained adequately to enable them to rise up to the challenges of integrating refugee children into their classrooms since these children may need special attention from other pupils
- ii. The government should endeavor to source funds from donors, well-wishers and NGOs to diversify provision of appropriate facilities. This will supplement funds released from the government kitty to support refugees.
- iii. All school heads should ensure that the refugee pupils in their schools are treated as other pupils and do not face any kind of discrimination. This will increase their self-esteem and enhance their learning.
- iv. The government should formulate favorable policies in education that will enable easy integration of refugees from other countries.

5.6 Areas for Further Research

The researcher proposes further research in the following areas,

- i. This study was conducted among Sudanese urban refugee pupils in Kikuyu District. A similar study should therefore be conducted among refugee pupils from different origins and also residing in other towns to see whether the results can be generalized
- ii. Further studies should also be carried out in order to investigate the impact of integration of urban refugees on learners performance in public primary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

P.O Box 92, KIKUYU

Dear Sir/Madam,

**RE: FACTORS AFFECTING THE INTEGRATION OF SUDANESE
URBAN REFUGEE PUPILS IN PUBLIC PRIMARY SCHOOLS IN
KIKUYU DISTRICT**

I am a Master of Education student at the Department of Educational Administration and Planning, University of Nairobi. I am conducting a study on the above title. I kindly request you to allow me to conduct the study in your school. This will be done by responding to an attached questionnaire which is designed to gather information on the topic. You are assured that all information given on the questionnaire will be treated confidentially and for purpose of the research only. I am looking forward to a positive response from you. Thank you in advance for your cooperation.

Yours sincerely,

Jane Njeri Njuguna

APPENDIX II:

HEAD TEACHERS QUESTIONNAIRE

Indicate the correct option as honestly as possible by putting a tick (✓) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks [] You are kindly asked to respond to all items. DO NOT indicate your name or the name of your school on any page of the questionnaire.

SECTION A: Background Information

- 1) What is your gender? Male [] female []
- 2) What is your age bracket?
26-30 years [] 31-35years [] 36-40 years []
41-46years [] 47-50years [] 51-55years [] 56-60years []
- 3) What is your highest academic and professional qualification?
P1 [] Master in Education [] B.Ed [] Diploma in Education [] other []
- 4) Indicate your teaching experience in years. as a head teacher _____
- 5) Indicate the number of your teaching staff
Teaching staff: Male _____ Female _____
- 6) What is the number of pupils in your school? _____
Pupils' population Male _____ female _____
- 7) Indicate the number of refugee pupils you have in your school _____

SECTION B: Teacher attitudes on Sudanese urban refugee pupils' integration

Please use the stem below to rate the teachers' attitudes towards integrating urban refugee pupils in their classes. Use the scale given, Strongly Agree (SA), Agree (A) Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
i. Teachers in my school are very welcoming				
ii. Teachers in this school use positive language in integrating refugee pupils in their classes				
iii. Urban refugees pupils are traumatized hence need psychosocial support.				
iv. Teachers support all pupils in integrating activities such as group discussions				
v. Teachers teach all pupils equally regardless of their origin				
vi. Teachers are hospitable to all children				
vii. Teachers are friendly to all pupils in their classrooms				
viii. Teachers accommodate refugees children in their classrooms				

In your capacity as school head, how can teachers improve their attitude towards urban refugee pupils in your school?

.....

SECTION C: Social factors on Sudanese urban refugee pupils

Please indicate the extent to which the following social factors affect urban Sudanese refugee pupils’ integration in your schools. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Most refugee parents prefer to send their children to schools which use their native language				
The refugees and the host pupils use teaching and learning facilities together without discrimination				
The host pupils do not understand refugees cultures				
Some refugee pupils have very poor health and can therefore not be integrated in schools				
The host pupils share their books in class with the refugee pupils				
Some refugee pupils suffer from humiliation because of advance in age over host pupils				

Refugee pupils feel insecure in the schools				
Refugee pupils face uncertainty while attending school in unfamiliar settings				
Refugee pupils come from poor backgrounds, which do not allow them to attend school				
Refugee pupils are often stigmatized by the community around the schools they attend				

1. In your capacity as school head, what can be done to improve the integration of urban refugee children in your school?

.....

SECTION D: Government policies and integration of Sudanese urban refugee pupils

Please indicate your agreement level with each of the following statements government policies. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Teachers are aware that refugee children have a right to education (education for all 2003)				

Since the Kenyan government started free primary education, (education policy 2003) all school going age children should be admitted in schools including refugee children				
Schools charge extra levies on admission for refugee children but not to host children				
The school asks for refugees mandate of identification from refugee parents before admitting their children to school (UNHCR- Refugee protection 2009)				
Teachers are aware that refugees children have a right to protection (Children's Act 2001- protects all children from harmful cultural practices)				

1. In your opinion, do government policies advocate for the integration of refugee children into public primary schools?

.....
.....

SECTION E: Refugee parents' economic status and integration of Sudanese urban refugee pupils

1. Please indicate your agreement level with each of the following statements on refugee parents' economic status. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Refugee parents are able to provide school uniform for their children				
Refugee parents are able to provide textbooks for their children				
The school charges extra levies for refugee children but most of their parents cannot afford it				
Financially unstable parents are unable to take their children to school				
Most refugee children drop out of school to help their parents raise money				
Most refugee parents whose relatives have been resettled in third countries get financial support to take their children to school				

2. In your opinion, what can refugee parents do to get an income to be able to provide for their children's educational needs?

.....
.....

THANK YOU FOR PARTICIPATING

APPENDIX III:
TEACHERS QUESTIONNAIRE

Indicate the correct option as honestly as possible by putting a tick (√) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks []. You are kindly asked to respond to all items.

Section A: Background Information

- 1) Please indicate your gender Male [] female []
- 2) Indicate your age bracket 26-30 years [], 31-35years [], 36-40 years [], 41-46years [], 47-50years [] 51-55years [] 56-60years []
- 3) Indicate your highest academic and professional qualification.

P1 [] Master in Education [] B.ED [] Diploma in Education [] other []

- 4) Please indicate your teaching experience in year's
- 5) Please indicate the number of your teaching mates
Male Female
- 6) Indicate the number of pupils in your class
Malefemale

SECTION B: Teacher attitudes and Sudanese urban refugee pupils' integration

Please indicate your agreement level with each of the following statements on teachers' attitudes towards integrating urban refugee children in their classes.

Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement: As a teacher I;	SA	A	D	SD
1. Welcome all pupils in my class				
2. Am friendly to all the urban refugee children in my class and I strive to accommodate them				
3. Do not understand Sudanese native language				
4. Am not comfortable handling refugee pupils				
5. Feel incompetent to handle refugee pupils in my classroom				
6. Would like to transfer all refugee children in my class to another school because they do not understand anything				
7. Have learned different culture of my pupils				
8. Have formed mixed groups in my class				
9. Would prefer refugee children to be in their own schools in the camps				
10. Use varied teaching learning methods discriminatively				

2. In your opinion, what can be done to improve teachers' attitudes towards urban refugee children in your school?

.....

SECTION C: Social factors and Sudanese urban refugee pupils

Please indicate the extent to which the following social factors affect Sudanese urban refugee pupils' integration in your classrooms. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Both refugees and host pupils share teaching learning materials non discriminatively				
Some refugee cultural practices are against sending children to school, especially girls				
Some ailments deter refugee pupils from attending school				
Refugee children face discrimination from fellow pupils and teachers				
over-age refugee pupils feel embarrassed when learning with school going age host pupils				
Refugee pupils undergo traumatic experiences which may make them unable to stay in school				

Refugee pupils face uncertainty while attending school in unfamiliar settings				
Refugees parents from poor backgrounds do not prioritize girl child education				
Refugee pupils are often harassed by the community members around the schools they attend				

3. In your opinion, what can be done to improve the integration of urban refugee children in your school?

.....

SECTION D: Government policies and integration of Sudanese urban refugee pupils

2. Please indicate your agreement level with each of the following statements government policies. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Teachers are aware of refugee children’s rights and uphold them (1951 UN Refugee policy on integration)				
Since the Kenyan government started free primary education, the school admits all children, including refugees				

(2003 FPE policy)				
No child should be discriminated (the Kenyan constitution)				
The school asks for official documents from refugee parents before admitting their children to school (Refugee policy 2006)				
Teachers are aware of government policies governing refugees				

3. In your opinion, do government policies advocate for the integration of refugee children into public primary schools?

.....

SECTION E: Refugee parents’ economic status and integration of Sudanese urban refugee pupils

3. Please indicate your agreement level with each of the following statements on refugee parents’ economic status. Use the scale given, Strongly Agree (SA), Agree (A), Disagree (D) or Strongly disagree (SD)

Statement	SA	A	D	SD
Refugee parents are able to afford text books for their children				

Refugee parents are capable of providing school uniforms for their children				
The school charges extra levies for refugee children but most of the parents cannot afford				
Refugee children parents from poor background do not prioritize education				
Most refugee children drop out of school to help their parents raise money				
Most refugee children do not have proper school uniform because their parents cannot afford				

4. In your opinion, what can refugee parents do to get an income to be able to provide for their children's educational needs?

.....

.....

THANK YOU FOR PARTICIPATING

APPENDIX IV: RESEARCH PERMIT

PAGE 2 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY **PAGE 3** NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Research Permit No. NCST/RCD/14/013/647

THIS IS TO CERTIFY THAT: **Date of issue 13th May, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received KSH. 1,000**

Jane Njeri Njuguna

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location: Kikuyu District, Central Province.

on the topic: Factors affecting the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District, Kiambu County, Kenya.

for a period ending: 31st August, 2013.



Applicant's Signature **Full Secretary National Council for Science & Technology**

APPENDIX V: RESEARCH AUTHORIZATION FROM NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/647

Date: 13th May, 2013

Jane Njeri Njuguna
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 29th April, 2013 for authority to carry out research on "*Factors affecting the integration of Sudanese urban refugee pupils in public primary schools in Kikuyu District, Kiambu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Kikuyu District for a period ending 31st August, 2013.

You are advised to report to the **District Commissioner and District Education Officer, Kikuyu District** 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner,
The District Education Officer,
Kikuyu District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".