

**FACTORS INFLUENCING SUDANESE URBAN REFUGEE GIRLS'
TRANSITION TO SECONDARY SCHOOL IN KIKUYU DISTRICT,
KENYA**

Njoroge Hannah Nyaruiru

**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Award of a Degree of Master of Education in Educational in
Emergencies, University of Nairobi**

2013

DECLARATION

This research project is my original work and has not been presented for a degree
in any other university.

Njoroge Hannah Nyaruiru

E55/62664/2011

This research proposal has been submitted for examination with our approval as
University Supervisors:

Dr. Grace Nyagah

Senior Lecturer and Chairman

Department of Educational Administration and Planning

University of Nairobi.

Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi.

DEDICATION

This research project is dedicated to my dear husband Douglas Macharia, our children Michelle Muiru and Sharleen Wanja and to my parents Gerishom Njoroge and Mary Wanja.

ACKNOWLEDGEMENT

I thank my Almighty God whose mercy and grace have enabled me to realize my goal. I wish to appreciate my supervisors Dr. Grace Nyagah and Madam Caroline Ndirangu for their scholarly guidance and the concern they have shown throughout the study. I sincerely thank all the lectures in the department of Education Administration and Planning and specifically Education in Emergencies for their participation in teaching and guidance.

My appreciation also goes to all the head teachers, teachers and students in Kikuyu district for providing me with the required data.

My special appreciation is extended to my loving husband Douglas Macharia for his sacrifice and commitment in editing my work. For all others whose names are not mentioned but contributed or supported in one way or another towards the success of this research project I sincerely thank you very much.

TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of figures.....	v
List of tables.....	x
Abbreviations and acronyms.....	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	8
1.5 Research questions.....	9
1.6 Significance of the study.....	9
1.7 Limitations of the study.....	10
1.8 Delimitations of the study.....	10
1.9 Assumptions of the study.....	10
1.10 Definition of significant terms of the study.....	11
1.11 Organization of the study.....	12

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Cultural barriers in relation to refugee girls’	13
2.3 Parent’s/guardians’ level of education in relation to refugee girls’	17
2.4 Kenya education certification policy influence on refugee girls’	20
2.5 Socio-economic background of a family influence on refugee girls’	23
2.6 Summary of literature review	26
2.7 Theoretical framework.....	26
2.8 Conceptual framework.....	28

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	30
3.2 Research design	30
3.3 Target population	30
3.4 Sample size and sampling procedures	31
3.5 Research instruments	32
3.6 Validity of the instruments.....	32
3.7 Instrument reliability.....	33
3.8 Data collection procedures.....	34
3.9 Data Analysis Techniques.....	34

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction.....	35
4.2 Questionnaire return rate.....	35
4.4 Extent to which cultural traditions influence Sudanese.....	44
4.5 Extent of the influence of parents/guardian level of education .	53
4.6. The influence of certification regulations by the Kenyan government.....	55
4.7 Influence of socio- economic background of a family on Sudanese .	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	60
5.2 Summary of the study	60
5.3 Conclusions.....	62
5.4 Recommendations.....	63
5.5 Suggestions for further study	64
References	65
Appendices	68
Appendix II: Letter of introduction	69
Appendix III: Questionnaire for primary school teachers	70
Appendix IV: Questionnaire for secondary school teachers.....	73
Appendix V: Questionnaire for primary schoolrefugee pupils.....	75

Appendix VI: Questionnaire for secondary school refugee students.....	78
Appendix VII: Interview guide for primary school headteachers	81
Appendix VIII: Interview guide for secondary school head teachers.....	83
Appendix IX: Authorization letter.....	85
Appendix X: Research permit.....	86

LIST OF FIGURES

Figure	Page
Figure 2.1 A Conceptual framework for factors that influence Sudanese urban refugee girls transition to secondary school.....	29

LIST OF TABLES

Table	Page
Table 3.1: Sample size and sampling technique.....	32
Table 4.1: Respondents questionnaire return rate.....	37
Table 4.2: Distribution of secondary school teachers by age.....	38
Table 4.3: Distribution of primary school teachers by age.....	39
Table 4.4: Distribution of secondary school teachers by gender	40
Table 4.5: gender distribution of primary school teachers.....	40
Table 4.6: Academic qualifications of secondary school teachers.....	41
Table 4.7: Academic qualifications of primary school teachers.....	42
Table 4.8: Age of secondary school Sudanese urban refugee girls.....	43
Table 4.9: Class distribution of Secondary School urban refugee girls.....	44
Table 4.10: Age of primary school urban refugee girls.....	44
Table 4.11: Primary school refugee girls class distribution	45
Table 4.12: Number of refugee girls in primary and secondary schools.....	45
Table 4.13: Siblings who completed class 8 and did not join secondary.....	46
Table 4.14: Girls school attendance.....	47
Table 4.15: Response on fee payment.....	48
Table 4.16: Girls response on brothers in other schools.....	48
Table 4.17: Girls who have completed primary and did not join secondary.....	49
Table 4.18: Girls who failed to join secondary schools.....	50
Table 4.19: Responses for other girls not joining secondary school.....	50

Table 4.20: Responses for other girls not joining secondary.....	51
Table 4.21: Head teachers' reasons for girls failing to join secondary.....	52
Table 4.22: Teachers reasons for girls not joining high school.....	53
Table 4.23: Secondary school students' response on parental education.....	54
Table 4.24: Primary school students' response on parental level of education.....	55
Table 4.25: Transition of refugee girls in 2010- 2012.....	57
Table 4.26: Number of refugee girls selected reported in 2010- 2012.....	58

ABBREVIATIONS AND ACRONYMS

DEO	-	District Education Officer
EFA	-	Education for All
GOK	-	Government of Kenya
KCPE	-	Kenya Certificate of Primary Education
NGO	-	Non-governmental organization
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNHCR	-	United Nations High Commissioner for Refugees
UNICEF	-	United Nations International Children's Fund

ABSTRACT

This study aimed at investigating factors influencing Sudanese urban refugee girls' transition to secondary school in Kikuyu district, Kenya. The study sought to achieve the following objectives: to determine the extent to which cultural traditions influence Sudanese urban refugee girls' transition to secondary school, to examine the extent to which the parents' level of education influence Sudanese urban refugee girls' transition to secondary school, to identify the extent to which certification regulation by the government of Kenya influence the Sudanese urban refugee girls transition to secondary school and to assess the extent to which socio-economic background of a family influence Sudanese urban refugee girls transition to secondary school in Kikuyu district. The study was carried out in 11 public primary schools and 6 public secondary schools in Kikuyu district. The study used the descriptive survey design. Data was collected using questionnaires and interview schedules. Purposive sampling was used to select the 11 primary schools and 6 secondary schools with Sudanese urban refugee girls. Thirty three secondary school teachers, 134 primary school teachers, 22 secondary school urban refugee girls and 114 primary school urban refugee girls were randomly selected to produce a sample size of 320 respondents. A pilot study was conducted in two schools to validate the research tools. Data was collected, coded and analyzed to form the basis for research findings, conclusions and recommendations. The findings indicated that Sudanese traditions, parents' level of education, certification regulation policy and socio-economic background of a family influence transition rate of girls to secondary schools: The study has made a few recommendations. First, organizations dealing with refugees in Kenya should network with the government and other stakeholders to sensitize urban refugee parents on the need of educating their girl children. Secondly, the UNHCR office in Nairobi should improve educational support for urban refugee girls to ensure that they transit to secondary schools once they complete their primary education. In addition, the UNHCR and the government of Kenya should invest in the construction of boarding schools for urban refugee girls to curb the problem of early marriage. Moreover, schools should include Sudanese urban refugees in decision making, by for example, making them prefects and having their parents/guardians as officials in the PTA. Finally, this study has made suggestions for further research. These include the need to conduct a similar study but for refugees of a different origin, a study on the same concept but focusing on the urban refugee boy-child to determine whether the factors influencing their transition to secondary schools are the same as those of urban refugee girls and a study on transition of refugee girls in a camp based situation for comparative purposes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

International law posits that access to primary education is a universal human right (International Covenant on Economic, Social and Cultural Rights, 1996). However, the attainment of this right becomes difficult if not impossible in situations of human conflict such as war. Children make up half of people forced to flee their homes as a result of such a conflict. Its impacts which include displacement and lack of opportunities for education are immense (World Bank, 2011). The United Nations Committee on Economic, Social and Cultural Rights (1996) has outlined four essential elements on the right to education. These include Availability, Accessibility, Acceptability and Adaptability (the “Four As”).

In 2010 there were 15.4 million refugees around the world and it is estimated that 80 per cent are women and children (United Nations High Commissioner for Refugees, 2011). According to the UN Refugee Agency, the leading countries of origin for refugees in 2010 were: Palestinian 4.8 million, Afghanistan 3 million, Iraq 500,000-1.7 million, Somalia 860,000, DR Congo 476,700, Buruma 415,700 (United Nations High Commissioner for Refugees, 2012). Currently almost half

of the world's refugees reside in urban locations, and only one third in camps. In 2009 18 million children were displaced globally (UNHCR, 2010).

UNHCR estimates that about half of refugees globally live in cities (UNHCR, 2011). In the period since 1970, for example, the numerically significant groups of refugees in the United Kingdom (UK) towns have been from Uganda, Cyprus, Vietnam, Iran, Iraq, former Yugoslavia, Sri Lanka, Nigerians and Zaireans. The majority (90%) stay in the London area where they have supportive networks, as evidenced by the numbers of refugee community organization found there. In UK schools with large number of refugees and asylum seeking students are frequently seen as not just under-subscribed but more damagingly as failing schools (UNHCR, 2011).

Prolonged conflicts in Africa have generated thousands of refugees and internally displaced persons. The number of refugees in 1995 numbered over 16 million. Approximately 36% of the world's refugees are located in continental Africa. The number of refugees in Africa has increased rapidly during the past ten years and African refugees pose today the largest refugee problem the world has to face. It is estimated that over a third of the world's total refugees are in Africa- in all about 4 million refugees (World Bank, 2011).

In the Eastern African region, Kenya, Uganda and Tanzania have played host to thousands of refugees for long periods of time, sometimes exceeding 20 years.

According to UNHCR over 230,000 refugees live in the camps and receive assistance from various humanitarian agencies. But there are others referred to as ‘urban refugees’ who for varying reasons are unable and/or unwilling to live at the designated camps; instead they have integrated with the local populations, living in various towns across Kenya. Some of the major refugee-hosting towns include Mombasa, Nakuru, Eldoret, Isiolo, Busia, Kisumu and Nairobi.

Kenya presently hosts over 250,000 refugees mainly from Burundi, Democratic Republic of Congo (DRC, formerly Zaire), Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and Uganda. Prior to the mass influx of the early 1990’s, Kenya had a refugee status determination process that reflected the provisions of the 1951 UN Convention. Around 12,000 refugees were recognized under this process and currently reside in Kenya enjoying the standards of treatment laid out in that convention. The number of urban refugee children is still unknown. However, 48 % of the official urban refugee population in Nairobi was registered in grade 1-6 and 52.3% was registered in grades 7-12 by 2008 (UNHCR, 2009).

In Kenya, the massive influx of refugees in the 1990’s and the lack of arable land meant that refugees were settled in camps in the arid and semi arid areas. According to UNHCR, the urge to escape from these conditions lead many refugees to move to urban areas thus increasing the problem of illegal caseloads of urban refugees. But in addition to the arid and semi arid conditions of Kenya’s

refugee camps, it has also been recognized that refugees move to urban areas for other reasons. Ndege, Kagwanja and Odiyo point out that those who prefer settling in urban areas might have come from an urban background, which explains why they find it difficult to either reside at the refugee camps or in rural areas in the host country.

An equally important reason for the choice of towns and cities, as Okeke (2008) point out, is that some refugees possess skills and a professional background that enable them to take advantage of employment opportunities in urban areas. This is in agreement with earlier views advanced by Weaver (2010) who pointed out that refugees possessed skills such as shop-keeping and artisanship, while others were members of various professional bodies in their countries.

However, with the mass influx of Somalis and Sudanese refugees escaping political crisis in early 1991, the Government discontinued its refugee status determination process and began to comply with the conventional approach of putting refugees in camps in order to attract sufficient external resources to cope with the material needs of the new refugees. The majority of urban refugees in Kenya are people of a poor social economic background who try to sustain a livelihood through business, petty trade, wage employment or simply subsisting on transfer earnings from various sources including remittances from relatives at home or in rare instances, being supported by charitable, civil society and faith-

based organizations. This does not always guarantee a sustained source of income. As such the high cost of education often affects the abilities of families to educate their children and secondary education remains largely unaffordable to many poor parents. This limits the enrollment and participation of their children in secondary schools (UNHCR, 2011).

Once settled in Kenya, the refugees hardly change the cultural practices of their people back home. On one hand, most of the parents or guardians have low levels of education which makes them less disposed to explore new lifestyles and also less likely to encourage their children to pursue education. On the other hand there is continued allegiance to the cultural practices of their traditional community such as the performance of gender initiation rituals and the practice of early marriage for girls. These, together with the preference of the boy-child over the girl-child further diminish the chances of girls acquiring education, especially beyond the primary level (United Nations Educational Scientific and cultural Organisation, 2000).

Another major problem for the urban refugees is caused by the Kenyan government policies. The refugees exist largely without legal protection or material support from the Government of Kenya and the United Nations High Commissioner for Refugees (UNHCR). This means that they lack the proper documentation and therefore suffer harassment from the police concerning their

status. In schools, the children are supposed to produce birth certificates, which is usually difficult as most of them fled their countries in conditions of emergency and thus did not carry any official document. They are consequently unable to readily access basic human rights especially the right to education. Although they are not enclosed in refugee camps, the high incidences of harassment, extortion and arrest have limited their movements, while the lack of proper documentation heightens this fear, making them reluctant to venture out. Thus their freedom of movement is curtailed.

Those who are able to get employment in the informal sector constantly live in fear of harassment and extortion from local authorities. In most cases, part of the tiny income they earn is budgeted for buying protection. Those who own businesses have these registered in the names of fellow refugees with Alien Identification Documents or in convenient partnerships with Kenyans. Such an arrangement comes at a cost and this barely constitutes an enjoyment of this right (United Nations International Children's fund, 2003).

The above are issues of immediate concern for the educational enterprise in Kenya. The urban refugee girl-child, as is the case with Sudanese refugees living in Kikuyu District, has been denied education, a basic universal human right. These are the concerns that this research sets out to investigate.

1.2 Statement of the problem

One of the greatest challenges that the majority of refugee children face is the fact that they do not easily receive basic education. This problem escalates when it comes to the few who access primary education failing to move on to secondary school. Refugee girls are usually the worst hit by this situation. Some estimates put the number of refugee children receiving basic education at no more than 30 per cent (UNHCR, 2011). In 2002, girls made up 39 per cent of refugee children attending UNHCR assisted primary schools. This figure dropped to 29 per cent at secondary school (Crisp & Cipollone, 2006). In Dimma, a remote refugee camp on Ethiopia's boarder with Sudan, a UNHCR education officer reviewing education programmes in January 2003 found the gender disparity to be even more dramatic. Out of a total of 570 refugees attending secondary school, only six were girls (Crisp & Cipollone, 2006). The problem of lack of educational opportunities for refugee girls is quite rampant in Kenya which plays host to refugees of several nationalities from neighbouring countries. Kikuyu District has many refugees from Sudan. Although a good number of them are able to access primary education, few are the ones that manage to transit to secondary level. Girls are the worst hit. Presently, there are 570 girls in primary schools in Kikuyu and only 112 girls were admitted to secondary schools. This means that only about 20% of Sudanese urban refugee girls of those in primary schools manage to transit to secondary school.

These figures confirm the need for a concerted effort by all the stakeholders such as UNHCR, the government and relevant Non-governmental Organizations to address this problem as the overall illiteracy level of women and girls continues to be one of the main obstacles to their full participation in society (Scottie's 2013).

1.3 Purpose of the study

The purpose of this study was to investigate the factors that influence transition of Sudanese urban refugee girls to secondary schools in Kikuyu District.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which cultural traditions influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district.
- ii. To examine the extent to which guardian level of education influences urban refugee girls' transition to secondary schools in Kikuyu district.
- iii. To identify the extent to which certification regulations by the government of Kenya influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district.
- iv. To assess the extent to which socio-economic background of a family influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district.

1.5 Research questions

This study sought to answer the following questions:

- i. To what extent do cultural traditions influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district?
- ii. To what extent is Sudanese urban refugee girls' transition to secondary schools influenced by guardian level of education in Kikuyu district?
- iii. To what extent do certification regulations by government of Kenya influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district?
- iv. To what extent does the socio-economic background of a family influence transition to secondary schools to Sudanese urban refugee girls?

1.6 Significance of the study

The findings of this study will be of use to UNHCR as it will provide feedback on the transition of Sudanese urban refugee girls from primary to secondary schools in Kikuyu District. This will help UNHCR and government of Kenya in putting measures in place to enhance smooth transition of Sudanese urban refugee girls to secondary schools. This study may also help the government of Kenya in understanding the concerns of Sudanese refugee girls in Kikuyu District as well as the country at large and therefore establish favorable conditions to enhance their access to secondary education. The findings of the study will enable education stakeholders identify challenges faced by urban refugee girls so as to determine

ways of addressing such challenges and ensure many girls transit to secondary schools.

1.7 Limitations of the study

Some refugee children did not feel free to reveal some aspects of their culture. Only one district was considered for study. The study also concentrated on public schools. This therefore, may not be a true representation of all the schools in the country.

1.8 Delimitations of the study

This study was delimited to the public primary and public secondary schools and not private primary and secondary schools. The research was carried out in Kikuyu district and not other districts with refugees. The respondents involved in this study were primary school head teachers, secondary school head teachers, primary school teachers, secondary school teachers, primary school Sudanese urban refugee pupils and secondary school Sudanese urban refugee students and not refugees of other origins.

1.9 Assumptions of the study

This study was based on the following assumptions:

- i. Secondary schools in Kikuyu District keep accurate and reliable records on enrolment of form one refugee students.
- ii. That schools are available and able to give responses.

iii. Both primary and secondary schools in Kikuyu District keep reliable records on the refugee pupils selected to join form one.

iv. The respondents will give honest and accurate answers.

1.10 Definition of significant terms of the study

Enrolment rate refers to the proportion of the school age going population.

Kenya education policies refers to statements or rules that guide decisions in education to achieve rational outcomes.

Learner refers to a person enrolled in education system

Primary school refers to the first level of education in Kenya which runs for eight years

Public school refers to a school that is sponsored by the government of Kenya and hence does not charge fees for profit.

Secondary school refer to the second level of education in Kenya which runs for four years

Transition refers to graduation from primary school and moving on to join secondary school.

Urban refugee refers to a person who is outside his or her country of nationality and is unable to return due to a well-founded fear of persecution because of his or her race, religion, nationality political opinion, or membership in a particular social group and resides in urban areas.

1.11 Organization of the study

This study was organized into five chapters. Chapter one consists of 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, basic assumptions of the study and definition of significant terms as used in this study. Chapter two comprises of literature review which was discussed under the following subtopics: introduction, cultural tradition in relation to transition, Kenya education policies in relation to transition, socio-economic background in relation to transition, theoretical and conceptual framework. Chapter three covers the research methodology that was used to undertake this study. This included research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis and discussion of the findings. Chapter five consists of the summary of the findings, conclusions, recommendations and suggestion for further research. Bibliography and appendices is at the end of chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on transition rate of urban refugee girls from primary schools to secondary schools. Literature was reviewed from text books, journals, articles, academic papers and the internet. The review gives an account of earlier observations made by other scholars on the plight of refugees especially in relation to their acquisition of education. It is an examination of how conservative Sudanese cultural practices, the parental level of education, the Government of Kenya's education policies and the social economic background of Sudanese urban refugee girls affect their quest for education as a fundamental human right.

2.2 Cultural barriers in relation to refugee girls' transition to secondary schools

Generation after generation, Sudanese urban refugee girls have faced serious difficulties in transiting to secondary schools. This is especially so because the period for secondary education coincides with the critical age of adolescence, when girls come up against the enormous societal and cultural pressures which make them more susceptible to abandoning school (UNESCO, 2006). Dryden-Peterson (2003) has established that gender roles in Sudan tend to be traditional with men participating in public life while women are responsible for the homes. The culturally acceptable image of a Sudanese girl child is a passive, submissive

person who remains quiet in the background, is the first person to serve and the last to speak. The girl is socialized to look after others especially through the care of children and service to adults. The major burden of household chores and responsibilities fall on the girl child. The socialization process transmits values and attitudes that cast women and girls in subordinate roles defining them primarily as child rearers. Girls are responsible for most domestic work. Households' survival depends on girls' domestic work and is always given priority over attending school.

Domestic work also limits girls' time for studying at home or attending extra classes. Poverty often forces the refugee girls to supplement household income by taking on jobs or staying at home to enable other family members to work. A girl's immediate usefulness as a care provider for siblings, income contributor or potential bride is deemed more valuable than the uncertain from her education (UNESCO, 2012).

Male preferences and the pervasiveness of the institution of patriarchy reduce households' level resources commitment to education of girl-child. The Sudanese communities through traditions, religious and cultural values tend to disparage secular education for girls who are usually withdrawn from school at tender ages either to help in domestic chores, for female genital mutilation (FGM) or for forced early marriages to elderly influential and rich men (Mwangi,2004).

Another cultural practice that affects the Sudanese girl-child is the problem of early/child marriages. Child marriage, defined as marriage before age 18, devastates the lives of refugee girls, their families and their communities. The UNICEF reports that child brides number more than 60 million worldwide with the highest prevalence in developing countries. In some countries, half of the girls are married before they turn 18 (UNICEF, 2003).

A daughter's marriage increases the wealth of Sudanese girl's family through combined cattle and cash dowries and, since a girl joins her husband's family upon marriage, her father is relieved of the economic burden of supporting her. The practice of early marriage is also worsened by the increasing poverty of the Sudanese people, which leads Sudanese fathers to marry their daughters off at increasingly young ages. For those few families that are able to pay education costs, there is a widespread cultural preference for educating sons first. This stems from the tradition that Sudanese girls leave their parents' village and become a member of the husband's family upon marriage. Sudanese fathers tend, therefore, to believe that their family will not benefit from investing in their daughter's education.

Upon completion of primary schooling many Sudanese parents do not see the need for their girls to join secondary schools as they are considered “ripe” for marriage. Some of the girls are forced into marriage at a tender age against their wish and when they refuse they are threatened with death or ex-communication from their clan. This is usually in pursuit of dowry from the husbands. Some parents justify the denial of girls their right to education saying that they want to prevent them from bringing shame to the family through early pregnancy. Furthermore, some believe that women who are at the same level of education as the men are a disgrace to the community because more often than not they will not get married. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions (Birungi, 2008).

Some tribes in Southern Sudan still perform gender rituals at certain ages which typically involve cutting the skin of the forehead or face in linear or circular patterns. Sudanese girls are taught that circumcision is a rite of passage into womanhood that accompanies puberty and an immediate precursor to marriage. Once circumcised, they are ridiculed by their peers if they continue their education, since school is for children. Subsequently most of them give up the pursuit of education once they undergo this rite which mostly coincides with the end of primary education (Birungi, 2008).

Although education activists have emphasized the need to educate the girl-child, it seems the message continues to fall on deaf ears more so where the parents and children seem to care less about the importance of education. This has contributed largely to the very poor transition of Sudanese urban refugee girls from primary to secondary school. Thus they have been denied the right to education which is a fundamental human right (Ochol, 2005). This study seeks to further the research by Peterson, Birungi, Karanja and UNHCR by showing how prescribed gender roles, the preference of the boy-child and early marriages limit the chances of pursuing higher education for Sudanese refugee girls in Kikuyu District.

2.3 Parent's/guardians' level of education in relation to refugee girls' transition to secondary schools

The education level of parents has an influence on children's ability to learn in school. Children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling. According to Okantey (2008), education levels of the parents have a positive and significant effect on the enrollment of secondary students since parental level of education influences parental involvement, support and expectation to their children. He further argues that parental education level leads to good income which can empower parents to give children solid foundation for schooling and life success. Lower educational level is associated with higher prevalence of indicators of unhealthy lifestyle.

Therefore parent's efficacy has stronger predictors of schooling success (Williams, 2000).

According to the National Institutes of Health, the education level of a parent is a significant predictor of a child's educational achievements and behavioral outcomes. Parents, who are educated raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioral problems that may hinder their learning experiences. In an article for the National Institutes of Health, Eric Dubow, professor of psychology at Bowling Green State University, reports that data analyzed over time suggests that maternal education plays a significant role in a child's developing intellect perhaps even more than his family's socioeconomic status. Study by the Institute of Social Research at the University of Michigan (2005) found that a parent's education directly affects standardized achievement testing scores.

According to the National Center for Children (2007) in Poverty report, parents with lower education levels earn low incomes. Behavioral problems such as aggression are more commonly found in families with lower incomes and lower education levels. Verdirame (1999) believes that behavioral problems may effect a child's ability to learn. A student who is frequently punished for behaving badly in school may develop a negative attitude about school and academia, which in

turn affects the child's desire to learn and his motivation to achieve academic success. According to Eccles, parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their child. They expect that their child will earn good grades, behave well in school and attend college. These high expectations motivate their child to do well. The confidence they have in their child builds his own confidence in his academic abilities and makes him more likely to succeed.

Parental education not only influences parents-child interactions related to learning, but also affects parents' income and need for help in the home or field help that often comes at the expense of keeping children in school (Carron & Chau, 1996). Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities (Williams, 2000). Parent's educational value has direct impact on their children's aspirations (Okantey, 2008). Okantey further states that children schooling is positively related to their parents level of education because children tend to imitate their parents and also aspire to be as highly educated as their parents. Children are more disadvantaged when their parents have low education level; forming a cycle of uneducated family members and making every generation of the family not to go higher than their parents. Children from highly educated families are more ambitious and attain higher levels of education. Okatney has nevertheless not shown how these factors determine the pursuit of education by refugee girls. It is in this light that his study

seeks to establish the extent to which parental level of educations influences the transition of Sudanese urban girls from primary to secondary school.

2.4 Kenya education certification policy influence on refugee girls' transition to secondary schools.

As a signatory to the 1951 refugee convention, Kenya has agreed that refugees should receive “the same treatment as is accorded to nationals with respect to elementary education and treatment as favorable than that accorded to aliens generally in the same circumstances with respect to education other than elementary education, and, in particular a regards access to studies, the recognition of foreign school certificates ,diplomas and degrees the remission of fees and charges and the award of scholarships”(Article 22) The Government of Kenya has been involved in refuge education since 1994 (UNHCR, 2011) It has done so through provision of the Kenyan curriculum and examinations at both primary and secondary levels of certification. Presently the Ministry of Education policy requires that all students writing final national examinations must provide birth certificates for registration purposes. This is problematic for many refugees as often they are required to leave their home countries precipitously, and no longer have access to official documentation, including existing school certification (Wagacha and Guiney, 2008). Refugee student who have attained certification in their home countries often face two major challenges: either they are unable to receive timely equivalency determinations on their primary or

secondary certificates or they arrive in Kenya without proof of their primary or secondary certification. The above obstacles often impede students from continuing or completing their education cycles. The process of equation available through KNEC is often long and arduous; presently KNEC retains foreign student certificates for lack of validation and equation documents for their country of origin certificates (Concept Note on Refugee Education in Kenya 2012). In various ways, the Kenyan government policy constrains refugee children's access to education in Nairobi. In the city council primary schools refugee parents and guardians are required to produce proper registration document such as UNHCR mandate certificate in addition to the Childs birth certificates. Which hinder their enrollment in to 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 hare prevented the enrolment of refugee children in some city public schools (Jacobsen, 2005).

Although Kenya introduced free primary education in 2003, providing for the enrolment of refugee children into public schools, many urban refugee are not aware of this opportunity, or lack of capacity to benefit from it (Paranelio, Elhawary, Pantulino, 2010).

Restrictive local administration policies hinder their enrolment. The introduction of free primary education in Kenya has also increased the numbers of Kenyan children accessing education resulting in limited spaces, resources and

infrastructure, and deterioration quality of education. Some school administrators refuse to enroll refugee children in order to preserve spaces for Kenyan children (UNHCR, 2009).

Currently the reality is that bureaucratic and social obstacles, ignorance and confusion over ministerial decrees deny Sudanese refugee the right to access secondary education and hence affect transition of urban refugee children from primary to secondary education. The Egyptian ministry of education requires that Sudanese provide documentation from previous schools, a birth certificate and residency permit or *iquama*. Residency permits are often too expensive for Sudanese family and having spent their lives as IDPs in Sudan many children do not have the necessary documentation (Rutter, 2006).

The Kenyan refugee school aged children who are desperate to learn often have their right to education terminated at primary level as too many students compete for the limited spaces in secondary school, let alone the opportunity to attend a University or college. Besides, education systems are usually not flexible enough to enable re-enrolment for girls who have dropped out of school due to poor motivation, early marriage, pregnancy, motherhood or family obligations (Plan International, 2011). This has led to a majority of them ending their schooling after primary school.

2.5 Socio-economic background of a family influence on refugee girls' transition to secondary schools

Cost is the most often cited factor that affects the ability of families to educate their children. While universalizing primary education has been an important endeavor for many countries, there has been increasing awareness to indicate that universalizing primary education alone is not sufficient to achieve developmental goals. Countries need to expand access to secondary education significantly to respond to the rapidly changing knowledge based society (Campbell, 2006). Although tuition fees were scrapped in Kenyan secondary school, secondary education is still not affordable to many poor parents who include many refugees. The high cost of education (fees and related school levies) and household poverty levels are the critical factors affecting enrollment and participation.

Sudanese refugee students drop out of secondary schools as their accommodation and financial provision are rarely guaranteed as they depend on irregular remittances from relatives and friends from Sudan or in Western countries (Jacobsen, 2005). Some of the Sudanese students in primary grades at the school are in their late teenage years due to lack of opportunities to attend school in Sudan. Many have also had interrupted schooling in transit to countries of asylum or faced limited educational opportunities in refugee camps. Some of them have no families /relatives in Nairobi, keeping them out of school for intervals of time as they seek accommodation. The advanced age of some of these students by the

time they graduate from primary school is one barrier to their admission into public high schools in Kenya (Karanja, 2008).

Refugee girls who do enroll in public primary schools day schools which are free. But all students in Kenya are required to wear uniforms, and many refugee families cannot afford even the uniform needed for their child to go to school. Public primary boarding schools, which offer many advantages, are prohibitively expensive for most refugee families. The quality of education in these rural day schools is rarely adequate to prepare students for the national tests, which are required to go on to secondary school, because these schools are underfunded and woefully overcrowded, with a student-teacher ratio as high as 100 to 1 (Dryden-Peterson, 2003). For the exceptional girl who does pass the national test to graduate from primary school, many secondary schools in Kenya are boarding schools, and the annual cost is prohibitive for most refugees but, if economically feasible, sons are always given priority.

Instructional materials (textbooks, science equipments and reference materials) are crucial to students learning. In most schools, many facilities basic equipments and materials are in a sorry state, a condition that has forced them to turn to parents and communities for alternative financing and provisioning. Students from low income households are most affected by input of constraints in financing and supply of learning materials have not developed a book policy for purchasing and distribution of books to students (Verdirame, 1999).

The associated cost to a family of having children in school in terms of labour lost is also a factor that affects transition of refugee girls to secondary schools. Teachers in rural areas notice that school attendance drops precipitously during planting and harvest times, as children are needed in the fields. In both rural and urban areas, the attendance of girls is less frequent than that of boys. Girls are required to stay home to look after smaller children or to prepare food when mothers are incapable of doing so (Refugee law project working paper No.9 2003). Generally, secondary schools are not as well attended as the primary ones mainly due to both the high costs of tuition and the selective admission process. Like Kenyan parents, refugee parents and guardians whose children access free primary education must shoulder the burden of providing school related materials including notebooks, uniforms and in some cases, a desk for one's child (UNHCR, 2007). The precarious economic situations of refugee in Nairobi make it difficult for many of them to support their children education even when access is available (Wagacha & Guiney 2008).

Extra tuition outside the official teaching hours has become increasingly common and a major concern to parents and other stakeholders. Service financing ranging from Ksh 1,500 to Ksh. 3000 per student per term and the teachers ability to teach and process the student's homework after the long day's regular teaching are key issues.

2.6 Summary of literature review

The above review reveals how various scholars and other stakeholders have addressed the question of refugee education, highlighting some of the major challenges that have perennially limited the access of Sudanese refugee girls to education opportunities in Kenya. Most of them have paid attention to the problems of retrogressive cultural practices, low levels of parents' education, the Kenyan education policies and poor social economic backgrounds with regard to the general access to education especially in elementary and primary school level. The studies have not addressed the critical question of higher education for refugee children. This study hopes to take up their concerns and fill the gap on how the above challenges affect Sudanese urban refugee girls in Kikuyu district, who despite getting the opportunity to access primary education hardly manage to transit to secondary school.

2.7 Theoretical framework

The study will use the Right Based Approach to education in emergencies. The proponent of this approach is the United Nations' Convention on the Rights of the child (United Committee on the Right of the Child, 2008). The approach views education in emergencies as a human right: a right that cannot be taken away even during crises. It uses education as a key ingredient in peace building strategies. It acknowledges that the right to education is the right of every single person, regardless of the circumstances in which he or she is in, including times of displacement. Education programs can easily overlook the special needs of

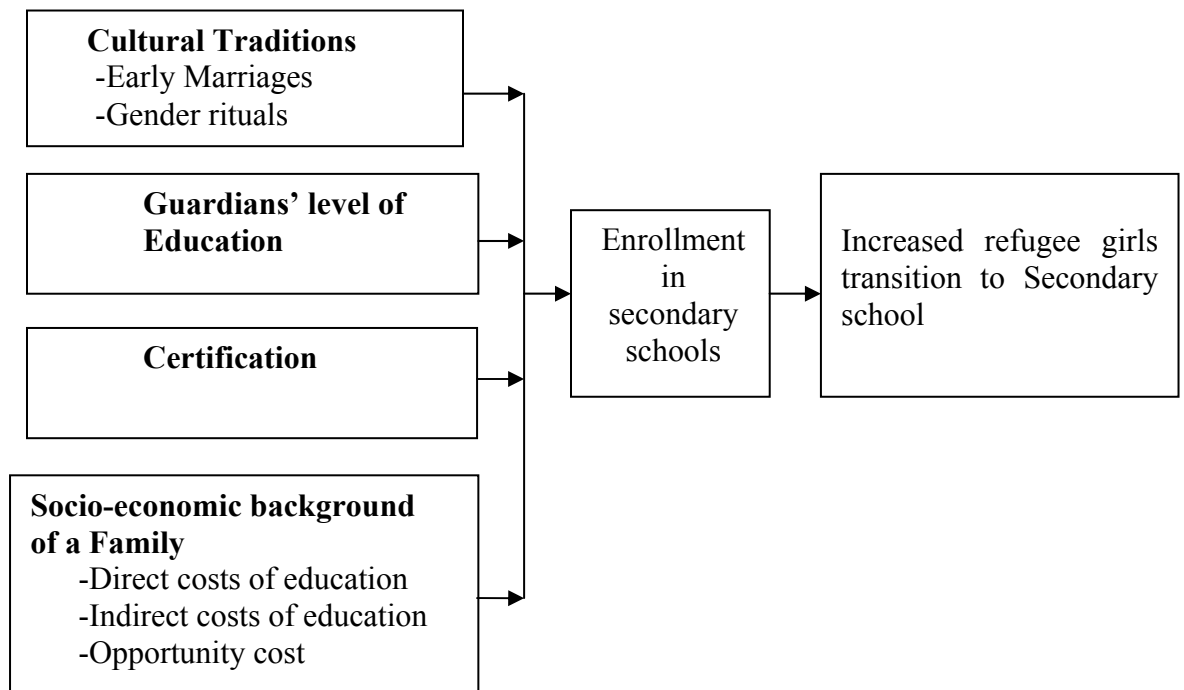
vulnerable groups such as girls, refugees, internally displaced persons (IDPs), and orphans, children infected with HIV/AIDS, demobilized child soldiers, children with disabilities and children from ethnic and linguistic minorities. While the precise and appropriate form of education will depend upon the conditions in a particular country, education in all its forms and at all levels should include the following interrelated and essential features as identified by the committee on the international covenant on economic, social and cultural rights: availability, accessibility, acceptability and adaptability.

- a. Availability – Education should be funded by governments, education is universal, free and compulsory.
- b. Accessibility – All children should have equal access to school services regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities.
- c. Acceptability – The quality of education provided should be free of discrimination, relevant and culturally appropriate for all students.
- d. Adaptability – Educational programs should be flexible and able to adjust according to societal changes and the needs of the community. What children learn must be determined by both their current situation and their

2.8 Conceptual framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation (Mugenda & Mugenda, 2003)

Figure 2.1: Conceptual framework for factors that influence on Sudanese Urban refugee girls transition to Secondary Schools.



The figure examines the variables which have an influence on Sudanese Urban refugee girls' transition to secondary school. The variables which are found include cultural traditions, guardian's level of education, Kenya education policies and the socio-economic background of a family. Each variable interact and influence refugee girls' transition to Secondary Education either positively or

negatively. This leads to either a smooth transition or the failure to proceed to the secondary level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology which is organized under the following sub-headings. Research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the procedure used by researcher to explore relationships between variables to form subjects in to groups, administer measures, apply treatment conditions and analyze the data (Borg & Gall, 1989). The study adopted a descriptive survey design. (Mwiria and Wamahiu, 1995) observes that a survey collects data about variables and subjects as they are found in a social system or society. In this study descriptive survey was preferred as it established present facts and current conditions concerning factors that influence Sudanese urban refugee girls' transition from primary to secondary schools.

3.3 Target population

Mugenda and Mugenda (2003) define target population as an entire group of individuals, events or objective having common observable characteristics. The target population of this study consisted the entire 57 public primary schools, 28 public secondary schools in kikuyu District with a population of 57 head teachers,

28 secondary school principals, 670 primary school teachers, 166 secondary school teachers, 570 primary school urban refugee Sudanese refugee girls and 112 secondary school urban refugee Sudanese refugee girls as illustrated by table 3.1

3.4 Sample size and sampling procedures

A sample is a small proportion of target population selected for analysis, (Orodho, 2002). This study used a sample of 20 percent of the target population as illustrated in table 3.1. Sampling is a research technique used for selecting a given target population (Borg, 1987). In this study purposive sampling was used to select 11 primary schools and 6 secondary schools so as to work with schools that have got higher numbers of Sudanese urban refugee girls. Random sampling was used to select respondents in the teacher and student bracket. All the head teachers and principals from the selected schools were used.

Table 3.1 sample size and sampling technique

Group	Target population	Sample size
Primary schools	57	11
Secondary schools	28	6
Head teachers primary	57	11
Head teachers secondary	28	6
Primary school teachers	670	134
Secondary school teachers	166	33
Refugee girls primary	570	114
Refugee girls secondary	112	22

Source: District Education Office, (2013).

Table 3.1 shows the sample size that was selected from the target population in the entire kikuyu district. The sample size is 20 % of the target population.

3.5 Research instruments

According to Mugenda and Mugenda (2003), the most commonly used instruments are questionnaires, interview schedules, observations and standardized tests. This study employed questionnaires and interview schedules to collect data from the field. There were four sets of questionnaires. These are for primary and secondary school teachers and for primary and secondary Sudanese urban refugee girls. The questionnaires were divided into two sections. Section A captured demographic data, while section B captured their perceptions about factors influencing Sudanese urban refugee girls' transition from primary schools to secondary schools in Kikuyu district. Interview schedules were used for both the primary and secondary school head teachers. The tools elicited information from the respondents to help researcher determine factors that influence Sudanese urban refugee girls' transition to secondary schools.

3.6 Validity of the instruments

Validity of research instrument referred to the extent to which a test or instrument measures what it is intended to measure (Mbwesa, 2008). For this study content validity of the research instruments was established, by having the instruments

appraised by the supervisors and experts in education administration and during the pilot study, vague questions were reviewed (Orodho and Kombo, 2003). According to Mugenda and Mugenda (2003), once the questionnaire had been finalized, it should be tried in the field. Piloting the instrument enhances the reliability that is the dependability, accuracy, clarity and adequacy of the instrument. Two schools from Kikuyu district were used in the pilot study.

3.7 Instrument reliability

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- retest technique were used. This test-retest method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument will be said to be reliable for data collection. If the pilot study got a score of 0.8 which is considered high enough to judge the reliability of the instrument, it was to be acceptable. The four sets of questionnaires had a correlation coefficient of 0.88 and 0.76 for the secondary and primary teachers respectively and 0.84 and 0.82 for the students and pupils respectively hence they were reliable.

3.8 Data collection procedures

A research permit was sought to conduct the research from National Council for Science and Technology. Then a visit was made to the District Commissioner and the District Educational Officer, Kikuyu district. Letters were written to head teachers and principals seeking for permission to carry out the study in their specific schools. The questionnaires were then distributed personally to the respondents and the dates for collection of the filled questionnaires agreed on. An interview with head teachers and principals of each primary school and secondary school was then scheduled.

3.9 Data Analysis Techniques

According to Mugenda and Mugenda (2003), the collection of the data is the crucial operation in the execution of a good research design. The quality of the research rests upon quality data. Before data can be used in the research paper report, it must be processed and analyzed. The raw data was cleaned, coded entered into a computer and analyzed using descriptive techniques of data analysis. The Statistical Packages for Social Sciences (SPSS) package was utilized in the analysis using description statistics, percentage and mean to answer the research questions. Qualitative data was arranged into themes as per the objectives. These were then translated into tables. Descriptive statistical methods were then applied to analyze the data.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISSICUSSIONS

4.1 Introduction

This chapter presents data analysis and presentations to investigate the factors that influence transition of Sudanese urban refugee girls to secondary schools in Kikuyu District. Responses from the secondary and primary school head teachers, secondary and primary school teachers, and Sudanese urban refugee girls in both secondary and primary schools are presented. Section A provides demographic information collected from the respondents from Kikuyu district. Section B presents the analysis of the factors that influence transition of Sudanese urban refugee girls to secondary schools.

4.2 Questionnaire return rate

Four categories of questionnaires were used to collect data: secondary school teachers, primary school teachers, secondary school urban refugee girls and primary school urban refugee girls. Table 4.1 shows respondent's questionnaire return rate.

Table 4.1 Respondents questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Secondary school teachers	33	30	90.9
Primary school teachers	134	92	68.7
Secondary urban refugee girls	22	22	100
Primary urban refugee girls	114	94	82.5
Total	303	238	78.5

The results in table 4.1 show that there was a total of 78.5% questionnaire return rate for the secondary school teachers, primary school teachers, secondary urban refugee girls and primary urban refugee girls as the researcher personally participated in the distribution and collection of questionnaire to all the respondents. This is in line with Saunders, Lewis and Thorn Hill (2007) who pointed that a response rate of 60% and above can be considered sufficient in answering research question.

4.3 Demographic data analysis

This section presents background information on the demographic data of the teachers and urban refugee girls highlighting the major characteristics of the target population in the study. It was necessary for the study to gather data on the teachers and urban refugee girls' background in terms of age, gender and level of

education. These would directly or indirectly influence transition of refugee girls to secondary schools. The data of the respondents were then summarized as follows.

4.3.1 Distribution of respondents by age

Age was considered to attest whether the head teachers and the teachers had the necessary maturity and skills to deal with the teaching and learning process.

Normally teachers are employed to teach in secondary schools after completion of university or college education with majority being over 25 years old. The secondary teachers were asked to state their age and table 4.2 indicates the age distribution of the teachers in the district.

Table 4.2 Distribution of secondary school teachers by age

Age (Years)	Frequency	Percentage
20-39	2	6.7
30-39	13	43.3
40-49	15	50.0
Above 50	0	0
Total	30	100

The information in table 4.2 indicated that majority of the secondary school teachers 50% in the district were relatively young (40-49) years. This is an age where the teachers have gained a lot of skills in instruction supervision and could be able to offer professional input to the young students since teachers in their early years are especially energetic to performing the teaching/learning process, (Jacobson, 2008)

4.3.2 The primary school teachers were asked to state their age as shown in table 4.3.

Table 4.3 Distribution of primary school teachers by age

Age (Years)	Frequency	Percentage
20-39	10	10
30-39	70	70
40-49	20	20
Above 50	0	0
Total	92	100

From the results in table 4.3, it is evident that the majority of the primary school teachers 70% were also relatively young (30-39) years. The teachers at this age just like their counterparts in secondary school have a lot of energy to participate in the teaching/learning process (Jacobson, 2008).

4.3.3 Distribution of respondents by gender

Gender was considered in order to highlight the distribution of male and female teachers in the district. Gender in the study indicates the general distribution of the teachers in the district. Gender of the teachers was considered important in this study because it could negatively or positively influence transition of Sudanese urban refugee girls to secondary schools. The gender distribution of secondary school teachers in the district is shown in table 4.1.

Table 4.4 Distribution of secondary school teachers by gender

Gender	Frequency	%
Male	21	70
Female	9	30
Total	30	100

The results indicate that male teachers were predominant in the district as they constituted 70% of the total population of teachers. This disagrees with the assertion that more female than male teachers are to be found in the urban schools in Kenya.

The primary school teachers were asked to state their gender as indicated on table

Table 4.5 Gender distribution of primary school teachers

Gender	Frequency	%
Male	60	60
Female	40	40
Total	92	100

Table 4.5 shows that majority of the teacher were predominantly male (60%) in primary schools in the district with female teachers accounting for 40%. The issues affecting urban refugee girls in schools call for qualified teachers to guide the girls well of they have to complete primary education and transit to secondary schools.

4.3.4 Academic qualification of teachers

Teacher's academic qualification generally influences the transition of urban refugee girls to secondary school. Transition rates call for trained teachers to guide and counsel pupils and students well to retain them in school. The question aimed at understanding the teacher's academic qualification which usually has a direct relationship with their school performance. The secondary school teacher's academic qualifications are presented in table 4.6.

Table 4.6 Academic qualification of secondary school teachers

Qualification	Frequency	Percentage
P1	0	0
Diploma	10	33.3
Graduate (BED)	18	60
MED	2	6.7
Total	30	100

The findings in table 4.6 showed that majority (60%) of the secondary school teachers had a BED degree qualifications which gave them innumerable wealth of knowledge to participate in curriculum and instructional supervision in the schools. Another (33.3%) of the teachers had an diploma certificate which is currently vital for teaching in secondary schools in Kenya. The results thus showed that the district was well staffed with teachers with a wide wealth of knowledge.

The primary school teachers were requested to state their academic qualifications as shown in table 4.7

Table 4.7 Academic qualifications of primary school teachers

Qualification	Frequency	Percentage
P1	83	83
Diploma	15	15
Graduate (BED)	2	2
MED	0	0
Total	92	100

Table 4.7 shows that majority of primary school teachers (83.0%) were P1 teachers which is usually the normally accepted qualifications for teachers to teach in primary schools. A fairly good percentage of primary school teachers (15%) had a (B.ED)/ degree. This showed that the district has well trained teachers who are qualified to teach.

4.3.5 Demographic information of Sudanese urban refugee girls

The study sought to establish the age of secondary school Sudanese urban refugee girls'. The data is presented on table 4.8. The refugee girls were asked to state their age as shown on table 4.8

Table 4.8 Age of secondary school Sudanese urban refugee girls

Age(Years)	Frequency	Percentage
13-16	2	9
17-20	16	73
20 and above	4	18
Total	22	100

The results indicate that majority of them (73%) were between 17-20 years of age and 18% of the students were above 20 years. To some extent the secondary schools girls were overage as majority of the secondary school students in Kenya are generally out of school by the time they are 20 years old. The girls were also asked to indicate their class. This question aimed at identifying the class the secondary school refugee girls were attending. This was important to understand whether the age of the girls affected transition from primary to secondary schools.

The results are shown on table 4.9

Table 4.9 Class distribution of secondary school urban refugee girls

Form	Frequency	Percentage
1	8	36
2	6	27
3	4	18
4	2	9
Total	22	100

The results indicates that most of the secondary school urban refugee girls (36%) were in form 1, 27% in form 2 and the rest in form 3 and 4. Information on the age and school class of the primary school urban refugee girls was important since there is a likelihood of lack of transition of these girls from primary to secondary schools if due to cultural factors like early marriage. The primary school Sudanese urban refugee girls were requested to give their age as shown on table 4.10

Table 4.10 Age of primary school urban refugee girls

Age (Years)	Frequency	Percentage
10-15	20	21
15-20	70	74
20 and above	4	5
Total	94	100

The results indicate that majority of the girls 74% were between 15-20 years which shows that they were relatively old to be in this level. A few (21%) of the primary school girls were at the expected age of primary school which is usually between 7-15 years. The rest, 5% were far too old to be in primary school. This question aimed at identifying the class the primary school refugee girls were attending. This was important to understand whether the girls were in the right class relative to their age. The results are shown on table 4.11.

Table 4.11 Primary school refugee girls class distribution

Class	Frequency	Percentage
5	37	39
6	33	35
7	25	27
8	12	13
Total	94	100

The results in table indicate that most of the girls (39%) were in class five, (35%) were in class six, (27%) were in class seven and only (13%) were in class eight

4.4 Extent to which cultural traditions influence Sudanese urban refugee girls' transition to secondary schools.

Cultural barriers have been a major challenge that Sudanese urban refugee girls have faced generation after generation making it difficult to transit to secondary schools. The study was out to establish the enormous societal and cultural pressures which make Sudanese girls more susceptible to abandoning schools; the study had to collect data on the number of refuge girls in schools and their attendance of classes.

Table 4.12 Number of refugee girls in primary and secondary schools

Class	Frequency	Percentage
5	37	39
6	33	35
7	25	27
8	12	13
Total	94	100

The results indicate that majority of the refugee girls in the district were either in class 5 or 6 (39% and 35%) respectively. This means that if well attended both in school and at home they can as well transit to secondary school level. Head teachers and teachers were requested to give their response on the availability of Sudanese urban refugee girls in schools; data collected was tabulated in table 4.13.

Table 4.13 Reasons for siblings completing class 8 and not joining form 1

Responses for not joining form 1	Frequency	%
Lack of school fees	14	82.4
Got married	13	76.5
Parents never put effort	6	35.3
School never admitted her	0	0
Total	33	64.7

Lack of school fees and early marriage (82.4% and 76.5%) respectively were the major reasons given by the pupils on why their siblings failed to join secondary schools. They affected the transition rate of refugee girls to secondary schools drastically.

4.4.1 Girls attendance at school

School attendance is a key indicator to whether the pupil will transit to secondary school and if in secondary school whether she will complete or not. Primary school teachers and secondary school teachers were to respond to questionnaires items on learner's attendance and data were tabulated in table 4.14.

Table 4.14: Girls school attendance

Attendance	Primary Teachers	%	Secondary teachers	%
Always	20	21.7	4	13.3
Average	62	67.4	8	26.7
Rarely	10	10.9	18	60.0
Total	92	100.0	30	100.0

From table 4.14, the results indicate that the attendance of girls is average (64.7%) at primary level compared to secondary schools where it is very low (60.0%) at and where girls rarely attend school.

4.4.2 Lack of school fees

The study was to find out whether girls pay fees promptly and whether fee payment was a factor that makes the refugee girls not to attend school. Data were collected from the interview schedules by primary and secondary head teachers and tabulated in table 4.15.

Table 4.15 Response on fee payment

Prompt fee payment	Frequency	%
Primary head teachers	4	36.4
Secondary head teachers	1	16.7
Total	5	53.2

Majority of the head teachers (53.2%) in both primary and secondary schools stated that fees payment was a factor that made refugee girls not to attend school. On further research, most of the girls in secondary were giving reasons that their parents had no money and that if there is, parents preference paying for their brothers first and whatever little remains for them and if there isn't they stay home and even get married off to bring dowry for parents. Girls were to indicate whether they have brothers in primary and secondary schools. Data were then recorded in table 4.16.

Table 4.16: Girls response on their brothers in other schools

Response on brothers in other schools	Frequency	%
Secondary school students	80	88.9
Primary school pupils	10	11.1
Total	90	100.0

The table indicates that girls in primary (11.1%) and secondary (88.9%) had their brothers in other schools. The study was therefore to establish whether this could be a major factor to how transition rate to secondary by girls and if parents prefer paying fees for boys first. The study went on to solicit for information from pupils and students whether they have sisters who completed primary education successfully and did not transit to secondary. Data collected were tabulated in table 4.17.

Table 4.17: Girls who have completed primary and did not join secondary

Response for girls not joining Secondary	Frequency	%
Secondary school girls	43	68
Primary school girls	55	79
Total	98	73.5

The table indicates that a larger percentage of girls completed primary education and did not join secondary education. They were represented by 79% for primary pupils and 68% for secondary students who stated that they had their sisters who did KCPE examinations but did not have a chance to join high school even though they had passed. The study was to establish factors that influence these Sudanese refugee girls not to join high school.

4.4.3 Teacher’s response on the girls who did KCPE and did not join high school.

Primary school teachers and secondary teachers were also to give more information on the girls who had a chance to join secondary but did not join. Teachers were considered because they participate directly in selection process of students who passed KCPE examinations are to join high school. Data were collected from teachers and tabulated in table 4.18.

Table 4.18 Girls who failed to join secondary schools

Response on girls’ failure to join secondary	Frequency	%
Secondary teachers	41	71
Primary teachers	55	76
Total	96	73.5

The results from table indicate that there are girls who passed KCPE examinations and did not join high school due to some cultural factors. Primary teachers (76%)

and secondary teachers (71%) agreed with the fact that indeed many girls fail to join secondary. Primary pupils and secondary students were considered to have some clear knowledge on the reasons why some girls fail to join high school. They were to state the reasons and data collected was tabulated in table 4.19.

Table 4.19 Responses from secondary school girls for other girls not joining secondary

Reasons affecting transition	Frequency	%
Teenage parents	15	16.7
Getting married	40	44
Parents not putting in effort	30	33.3
School did not admit	5	1.3
Total	90	100

Table 4.19 indicates that some refugee girls failed to join secondary school because of cultural issues of early marriage (44%). Others failed to join because of parents were not putting in effort (33.3%).

Table 4.20 Responses from primary school girls for other girls not joining secondary

Reasons for not joining	Frequency	%
Lack of school fees	1	5
Getting married	10	50
Parents not putting in effort	9	45
School did not admit	0	0
Total	20	100

The results show that most girls 50 indicate that most girls failed to join secondary school because of issues of early marriage (50%). Others failed to join because of parents were not putting in effort (45%). The study established that these could be some of the major cultural factors making girls not to join high school. Teachers and head teachers were considered to have some clear knowledge also why Sudanese urban refugee girls fail to join secondary school even after selection. Data gathered were tabulated in table 4.20.

Table 4.21: Head teacher's reasons for girls failing to join secondary school

Reasons for failing to join	Frequency	%
Lack of school fees	15	50
Getting married	10	33.3
Parents not putting in effort	5	16.7
School did not admit	0	0
Total	30	100

Majority of school head teachers (50.0%) stated that lack of school fees was the major reason for girls failing to join secondary school. Others blamed early marriages early (33.3%) as the cause of the girls not joining secondary schools. These were found to be some major factors leading to low transition rates from primary to secondary school.

Table 4.22 Teachers' reasons for girls not joining high school

Reasons for not joining	Frequency	%
Lack of school fees	45	48.9
Getting married	25	27.2
Parents not putting in effort	20	21.7
School did not admit	2	2.2
Total	92	100

The table indicates that most of the teachers (48.9%) stated that lack of school fees as being the cause of the girls not joining secondary schools. Another (27.2%) argued that early marriages led to the girls not joining secondary schools. There is an agreement between the head teachers and the teachers that lack of school fees and early marriages are the main cause of low transition of refugee girls from primary to secondary education.

4.5 Extent of the influence of parents/guardian level of education on urban refugee girl's transition to secondary school.

The education level of parents has an influence on children's ability to learn in school. Children whose parents had primary school education or less more than three times as likely to have low test scores or grade repetition as whose parents had at least some secondary schooling. From several researches, education levels of the parents have a positive and significant effect on the enrollment of secondary students since parental education influences parental involvement, support and expectation to their children. Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school related activities. This study was out to establish the influence of parents/guardian level of education to transition of Sudanese girls to secondary education. Data were gathered from both teachers and head teachers in primary and secondary schools. Besides, pupils and students were to indicate their parental level of education.

4.5.1 Pupils' and students response to their parents' level of education

Pupils and students were to indicate their parental level of education because they had more personal information from their parents. Data gathered were tabulated in table 4.23.

Table 4.23 Secondary school student's response on parent level of education

Parental level of education	Frequency	%
Primary school education	40	42.6
Secondary education	37	39.4
University education	5	5.3
Diploma education	10	10.6
Total	94	100

The findings indicate that majority of the parents had primary education (42.6%) and secondary education (39.4%) with only 5.3% with a university education. This leads to lack of education guided outlook which poorly influences the transition rate of Sudanese refuge girls from primary to secondary levels of education.

Table 4.24 Primary school student’s response on parental level of education

Parental level of education	Frequency	%
Primary school education	13	59.1
Secondary education	6	27.3
University education	2	9.1
Diploma education	1	4.5
Total	22	100

From table 4.24, it is indicated that majority of the parents had primary education (59.1%) and secondary education (27.3%). Very few parents had university and diploma education. If the parents had higher education standards, this would have influenced the transition rate of Sudanese refuge girls from primary to secondary.

4.6 The influence of certification regulations by the Kenyan government on the refugee girl’s transition to secondary policy influence transition

The study aimed at establishing how the Kenyan education policies influence the Sudanese urban refugee girls when it comes to registration of final national examinations, that is, KCPE and KCPE. The Kenya National Examination Council (KNEC) policy requires that all students registering for national examinations to provide birth certificates. This becomes problematic for many refugee students who left their home countries precipitously, and no longer have access to official documentation, including existing school certification. This could be one of the major factors influencing the transition rate of Sudanese girls’

from primary to secondary. Head teachers in both primary and secondary schools were to respond to questionnaire items on ministry of education policy of pupils and students producing birth certificates before registration for national examinations. The results indicate that both head teachers in primary schools and secondary schools agreed that students have to produce birth certificates before registration. This could be a hindering factor to Sudanese refugee girls from joining secondary schools especially for those students who had completed their primary education in their country of origin and would like to continue with secondary education and those who were already in secondary schools when they left their country.

4.7 Influence of socio- economic background of a family on Sudanese urban refugee girls' transition to secondary education.

Cost is the most often cited factor that affects the ability of families to educate their children. Transition from primary to secondary is still not affordable to many poor parents who include many refugees. The high cost of education (fees and related school levies) and household poverty levels are the critical factors affecting enrollment into secondary school.

4.7.1 Transition of refugee girls from primary to secondary (2010-2012)

The question aimed at finding out from the primary and secondary schools head teachers on the number of refugee girls selected and admitted in form 1. This

information was important to understand the transition rate of the refugee girls from primary to secondary school levels. The primary school head teachers were requested to state the number of refugee girls selected and admitted in secondary schools as shown on table 4.26

Table 4.25 Responses by primary refugee girls on number selected and reported to join secondary schools (2010-2012)

Response	Frequency	%
Selected to form 1	70	64.8
Reported to form 1	38	35.2
Total	108	100

The results indicate that majority of the refugee girls (64.8%) had been selected to join secondary schools but only 35.2% were admitted in secondary schools. This is an indicator of a low transition rate from primary to secondary school level among these girls. The secondary school head teachers were requested to state the number of refugee girls selected and admitted in secondary schools as shown on table 4.27

Table 4.26 Responses by secondary refugee girls on number selected and reported in secondary schools 2010-2012

Response on girls admitted	Frequency	%
Selected to form 1	68	64.2
Reported to form 1	38	35.8
Total	106	100

From the results, it is evident that 64.2% of the refugee girls were selected to join secondary schools but only 35.8% were admitted to secondary schools. This information correlates with the responses of the primary school head teachers that there was a low transitional level among urban refugee girls from primary to secondary schools.

This study has established that cultural practices, the parental level of education, the Kenyan government policies and social economic factors influence the transition of Sudanese urban refugee girls from primary to secondary school. In addition to these factors, the study has further established that another major factor that contributes to this problem is the fact that many Sudanese refugee families are going back to Sudan following the restoration of peace in the country and the establishment of southern Sudan as a nation. Thus it might be important

for a systematic research to be done on the effects of political transformation in Sudan on the participation of Sudanese children in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the conclusions drawn from the findings of the study. Finally recommendations made from the findings and suggestions for further research are presented.

5.2 Summary of the study

The purpose of this study was to find out the factors that influence Sudanese Urban refugee girls' transition to Secondary Schools in Kikuyu district. The specific objectives of the study were; to determine the extent to which cultural traditions influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district, to examine the extent to which guardian level of education influences urban refugee girls' transition to secondary schools in Kikuyu district, to identify the extent to which certification regulations by the government of Kenya influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district and to assess the extent to which socio-economic background of a family influence Sudanese urban refugee girls' transition to secondary schools in Kikuyu district.

Chapter two comprised of literature review which was discussed under the following subtopics: introduction, cultural tradition in relation to transition, certification regulation policy by the government of Kenya in relation to

transition, socio-economic background in relation to transition, theoretical and conceptual framework. Chapter three presented the research methodology that was used to undertake this study. This included research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques that were utilized in order to achieve the objectives of the study.

This study used a sample of 20 percent of the target population. In this study purposive sampling was used to select 11 primary schools and 6 secondary schools so as to work with schools that have got higher numbers of Sudanese urban refugee girls. Random sampling was used to select respondents in the teacher and student bracket. All the head teachers and principals from the selected schools were used. This study employed questionnaires and interview schedules to collect data from the field. Questionnaires were administered to teachers and students while an interview was conducted to the head teachers. A pilot study was carried out in two pilot schools which helped the researcher to evaluate validity. Descriptive statistics was used to analyze the quantitative data obtained. Data analyzed formed basis for research findings, conclusions and recommendations.

Findings on cultural traditions indicated that a big percent of Sudanese urban refugee girls who completed primary schools did not join secondary schools as a result of early marriage. Another reason that was evident was that Sudanese parents preferred to educate the boy child first; hence girl's education is not

prioritized. This was evident as most refugee students indicated that they had brothers in secondary schools and very few sisters in secondary schools.

Findings on parental level of education indicated that most Sudanese parents had primary and secondary education. This has an influence on transition because the more educated parents had no or very few children out of school, while those with lower levels of education had more children out of school. Findings on certification regulation policy by the government of Kenya indicated that due to stringent policy guidelines such as documentation transition was affected. Socio-economic background of a family was another factor that influenced transition of Sudanese urban refugee girls to secondary schools. Findings indicated that quite a good number of refugee girl's access primary education but only a few transit to secondary schools. The disparity was evident and one of the reasons given was that education in public primary schools in kikuyu district is free but in secondary public schools, a student is expected to pay school fees in addition to other hidden costs of education.

5.3 Conclusions

Several factors were found to influence Sudanese urban refugee girls to secondary schools. The factors included; traditional cultural practices, parental level of education, certification regulation by the government of Kenya and socio-economic background of a family. It was also found that many Sudanese urban

refugee families were going back to their native country therefore, contributed to the low transition levels. The above factors evidently influenced refugee girls transition from primary to secondary schools.

5.4 Recommendations

Based on the findings the following recommendations were made;

- i. Organizations dealing with refugees in Kenya should network with the government and other stakeholders to sensitize urban refugee parents on the need of educating their girl children.
- ii. The UNHCR office in Nairobi should improve educational support for urban refugee girls to ensure that they transit to secondary schools once they complete their primary education.
- iii. The UNHCR and the government of Kenya should invest in the construction of boarding schools for urban refugee girls to curb the problem of early marriage.
- iv. Schools should include Sudanese urban refugees in decision making, by for example making them prefects and having their parents/guardians as officials in the PTA.

5.5 Suggestions for further study

This study aimed at investigating the factors influencing Sudanese urban refugee girls' transition to secondary schools in Kikuyu district. In view of the limitations and delimitations of the study, the following were areas suggested for further study by the researcher:

- i. A similar study to the current could be done but for refugees of different origin for comparative purposes.
- ii. The same study should be conducted on the same concept but focus on the urban refugee boy-child to determine whether the factors influencing their transition to secondary schools are the same as those of urban refugee girls.
- iii. A study on transition of refugee girls in a camp based situation could be carried out for comparative purposes.

REFERENCES

- Birungi,T. (2008). Charity calls for quality education. Uganda:
[http:// all Africa .com /stories/ 200906151025.html](http://allAfrica.com/stories/200906151025.html).
- Borg, R.W. & Gall, M.D. (1989). *Educational Research : An Introduction* . New York, Longman Inc.
- Campbell,E.(2006).*Urban refugees in Nairobi: Problems of protection, mechanisms of survival, and possibilities for integration. Journal of Refugee Studies*.19, 396-413
- Carron,G.&Chau, T.N.(1996). The quality of primary schools in different development contexts. Paris: UNESCO.
- Dryden-Peterson,S.(2003). *Education of refugees in Uganda: Relationship between setting and access*. Refugee Law Project Working Paper No.9. <http://>
- Jacobsen, K. (2005). *The economic life of refugees*. Bloomfield, CT: Kumarian Press.
- Kagitabasi, C. (2005). Cited in EFA Global Monitoring Report 2006: Literacy for Life. Paris:UNESCO.
- Loescher, G. & Milner, J. (2005) *Protracted refugee situations: Domestic and international security implications* .New York :Routledge.
- Martinez, R. & Fernandez, A. (2009). The social and Economic impact of illiteracy –Analytic model and pilot study .Santiago UNESCO

- Mugenda, O. M. & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches*, African centre for Technology Studies, Nairobi.
- Mwangi, E. (2004). *News and views from Africa*. 5th Editions.
- Mwiria, K. & Wamahiu S.P. (1995). *Issues in Educational Research in Africa*. EAEP, Nairobi.
- Ocho. L.O. (2005). *Issues and concerns in Education and life*. Enugu: Institute of Development Studies, University of Nigeria.
- Okantey, P.A. (2008). *The Effect of Parental Education Attainment on School Outcomes*, Chicago: University of Chicago Press.
- Okeke, E.A.C., Nzewi, U.M. & NjokuZ. (2008). *Tracking schools age children's education status in UNICEF A Fields States*. Enugu: UNICEF.
- Orodho,J.A. (2002). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masols Publishers.
- Pavanello, S. Elhawary, S. & Pantuliano, A. (2010). *Humanitarian Policy Group Working Paper*. Overseas Development institute.
- Plan International. (2011). *State of Girls Education in Africa: Kenya*.
- Rutter, J. (2006). *Refugee children in the UK*. New York, NY: Open University Press.
- UNESCO (2000). *The Dakar framework for Action. Education for all: Meeting our collective commitments*. Adopted by the world Education

Forum ,Dakar Senegal, April 2000.

www.unesco.org/education/efu/ed_for_all/dakforum_eng.shtml

UNHCR, Nairobi (2007). Information for refugees and asylum seekers in Nairobi.

UNHCR Branch Office Nairobi, August 2007

UNHCR, Nairobi (2010). *Report of the participatory assessment .Theme: Urban refugee community structures.* UNHCR Branch Office Nairobi, October 2010

UNHCR, Nairobi (2011). *The Nairobi Refugee program 2009-2011: Working with partner agencies and refugee communities to strengthen urban refugee protection.* UNHCR

UNHCR, Nairobi (2012). *Refugee Education in Urban Setting, New York*

UNICEF (2003). *The state of the worlds Children.* UNICEF, Dakar

United Committee on the Rights of the Child, (2008).

Verdirame, G. (1999). Human rights and refugees: The case of Kenya . *Journal of Refugee Studies.*

Wagacha, J. & Guiney, J.(2008). The plight of urban refugees in Nairobi, Kenya. In D.Hollenbach, *Refugee rights Ethics ,advocacy, and Africa*(pp.91-102). Washington ,D.C:Georgetown University Press.

William, E.M. (2000). Evaluation of human rights education in Southern Caucasus. Oslo: Norwegian Refugee Council.

World Bank, 2011. World Development Report 2011: Gender Equality and Development .Washington DC.World Bank.

APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION TO PRIMARY SCHOOL

HEAD TEACHERS

University of Nairobi

College of Education and External Studies

P.O Box 92, Kikuyu.

Dear Sir/ Madam,

Re: Letter of introduction to the Head Teachers

I am a postgraduate student a master degree course at the Department of Education Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study on Sudanese Urban refugees Girls Transition to Secondary Schools in Kikuyu District. This is in partial fulfillment for the award of degree of Master of education (Education in Emergencies).

Kindly allow me to carry out the survey in your school. Thank you in advance for your assistance.

Yours faithfully,

Hannah Nyaruiru Njoroge.

APPENDIX II

LETTER OF INTRODUCTION TO SECONDARY SCHOOL HEAD

TEACHERS

University of Nairobi

College of Education and External Studies

P.O Box 92, Kikuyu.

Dear Sir/Madam,

Re: Letter of introduction to the Head Teachers

I am a postgraduate student a master degree course at the Department of Education Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study on Sudanese Urban refugees Girls Transition to Secondary Schools in Kikuyu District. This is in partial fulfillment for the award of degree of Master of education (Education in Emergencies).

Kindly allow me to carry out the survey in your school.

Thank you in advance for your assistance.

Yours faithfully,

Hannah Nyaruiru Njoroge.

APPENDIX III

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Instructions

The information you will give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Do not write your name or the name of your school anywhere in the questionnaire.

Respond to each item by putting in the appropriate response.

Section A: Background information

1. What is your gender?

Male

Female

2. What is your age bracket in years

20-29 years 40-49

30-39 years 50 plus

3. What is your level of education?

P1 Certificate

Diploma in Education

Bachelor Degree in Education

Others (specify).....

4. How long have you been a teacher?

0-5 years [] 11-15years []

6-10 years [] Over 15 years []

Section B

5. Do you have urban refugee girls in your class? Yes [] No []

6. If yes, how many?

7. How is their class attendance?

Always attends []

Averagely attends []

Rarely attends []

9. Do they have all the books they are required to have? Yes [] No []

10. Do you have refugee girls who dropped out of school due to pregnancy? Yes [] No []

11. Do you have refugee girls who dropped out of school due to early marriage? Yes [] No []

12. How many refugee girls are in class eight in your school this year?
.....

13. Have all of them registered for KCPE? Yes [] No []

14. If No, how many have not and what are the reasons why they have not?
.....
.....
.....

15. How many refugee girls were selected to join secondary schools from this school in the last three years?

2010..... 2011..... 2012.....

16. Do you know some of these girls who did not join secondary schools? Yes [] No [].

17. If yes, how many were they and what hindered them from joining secondary schools?

.....

.....

.....

APPENDIX IV

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Instructions

The information you will give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Do not write your name or the name of your school anywhere in the questionnaire.

Respond to each item by putting in the appropriate response.

Section A: Background information

1. What is your gender?

Male

Female

2. What is your age bracket in years?

20-29 years 40-49

30-40 years 50 plus

3. What is your level of education?

Diploma in Education

Bachelor Degree in Education

Others (specify).....

Section B

4. Do you have urban refugee girls in your class? Yes No

5. If yes, how many?

6. How is their class attendance?

Always attends []

Averagely attends []

Rarely attends []

9. Do they have all the books they are required to have? Yes [] No []

10. How many refugee girls were admitted in this school for the last three years? 2010..... 2011 2012

11. Were all the refugee girls who were selected to join this school admitted? Yes [] No []

12. If No, how many were not admitted and why?

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

APPENDIX V

QUESTIONNAIRE FOR PRIMARY SCHOOL REFUGEE PUPILS

The purpose for this questionnaire is to gather information for a research on transition to quality education in public secondary schools in Kikuyu District. Your response will be accorded great confidentiality. Please do not write your name or the name of your school.

SECTION A (please put a tick (√) where appropriate)

1. What is your gender? Male [] Female []
2. What class are you in? 5 [] 6 [] 7 [] 8 []
3. How old are you?
4. Do you miss to come to school sometimes? Yes [] No []
5. If Yes give reasons
.....
6. Do you have sisters in secondary schools? Yes [] No []
7. If Yes what classes are they in? Form1 [] 2 [] 3 [] 4 []
8. Do you have brothers in secondary schools? Yes [] No []
9. If Yes what classes are they in? Form1 [] 2 [] 3 [] 4 []
10. Do you have sisters who completed class eight and did not join form one? Yes [] No []
11. If Yes give reason:
Lack of school fees
Got married: Yes

Parents did not put effort

School did not admit her

12. Do you know friends who completed primary school, were selected to join secondary school but did not join? Yes [] No []

13. If Yes, why?

Lack of school fees

Got married

Parents did not put effort

School did not admit her

14. Who do you live with?

Father and Mother [] Mother []

Father [] Relative []

Other (specify).....

15. What is your father's /guardian's level of education?

Primary school education []

Secondary education []

University education []

Others (Specify) []

16. What is your mother's level of education?

Primary school education []

Secondary education []

University education []

Others (Specify)

- 17. Do they encourage you to study? Yes [] No []
- 18. Do they buy you extra reading material for revision? Yes [] No []
- 19. Have you ever been sent home for lack of school fees? Yes [] No []
- 20. Do you have all the books required by the school for your learning?
Yes [] No []

APPENDIX VI

QUESTIONNAIRE FOR SECONDARY SCHOOL REFUGEE STUDENTS

The purpose for this questionnaire is to gather information for a research on access to quality education in public secondary schools in Kikuyu District. Your response will be accorded great confidentiality. Please do not write your name or the name of your school. (**Please put a tick (√) where appropriate**)

1. What is your gender? Male Female
2. What class are you in? Form1 2 3 4
3. How old are you?
4. Do you miss to come to school sometimes? Yes No
5. If Yes, give reasons
.....
6. Do you have other sisters in secondary schools? Yes No
7. If Yes what classes are they in? Form1 2 3 4
8. Do you have other brothers in secondary schools? Yes No
9. If Yes what classes are they in? Form1 2 3 4
10. Do you have sisters who completed class eight and did not join secondary school? Yes No
11. If Yes give reason:
Lack of school fees: Yes No
Got married: Yes No
Parents did not put effort: Yes No
School did not admit her: Yes No

12. Do you have friends who you were schooling with in primary school, were selected to join secondary school but did not join?

Yes [] No []

13. If Yes, why?

Lack of school fees: Yes [] No []

Got married: Yes [] No []

Parents did not put effort: Yes [] No []

School did not admit her: Yes [] No []

14. Who do you live with?

Father and Mother [] Mother []

Father [] Relative []

Other (specify).....

15. What is your father's /guardian's level of education?

Primary school education []

Secondary education []

University education []

Others (Specify) []

16. What is your mother's level of education?

Primary school education []

Secondary education []

University education []

Others (Specify)

- 17. Do they encourage you to study? Yes [] No []
- 18. Do they buy you extra reading material for revision? Yes [] No []
- 19. Have you ever been sent home for lack of school fees? Yes [] No []
- 20. Do you have all the books required by the school for your learning?
Yes [] No []

APPENDIX VII

INTERVIEW GUIDE FOR PRIMARY SCHOOL HEADTEACHERS

1. Do you have Sudanese refugee girls in the school? If yes, how many?
2. Do Sudanese girls attend school regularly?
If No, what are the reasons?
-
3. Are they required to pay school fees?
If yes, are they able to pay promptly?
If No, what reasons do they give?
4. Do they have all the learning materials required?
5. Have all refugee girls candidates registered for KCPE?
If No, why?
6. Are refugee students required to have identification documents before they get admitted into this school?
7. What is done to assist those without identification documents?
8. Do the parents of these girls get involved in their education activities?
9. Are there refugee parents in the Parent Teachers Association?
10. Are there refugee girls who become pregnant while still in school?
11. How many dropped out of school in the year 2012?
12. Do you have teenage mothers who are readmitted back to school? If yes, how many?

13. How many refugee girls from your school were selected to join secondary school for the last three years? 2010, 2011, 2012

14. How many were admitted in secondary schools in the respective years.

15. What do you think can be done to improve Sudanese refugee girls' transition to secondary schools?

APPENDIX VIII

INTERVIEW GUIDE FOR SECONDARY SCHOOL HEAD TEACHERS

1. Do you have Sudanese refugee girls in the school? If yes, how many?
2. How many joined Form One this year?
3. Are they required to pay school fees?
If yes, are they able to pay promptly?
4. Do the Sudanese girls attend school regularly?
5. If No, what are the reasons?
.....
.....
6. Do the parents of these girls get involved in their education activities?
7. Are there refugee parents in the Parents Teachers Association?
8. Are refugee girls supposed to produce birth certificates before they are admitted in this school?
9. What is done to those without birth certificates?
10. Do refugee girls have the required learning materials?
11. Are there refugee girls who were selected to join this school but did not join?
12. If there are, what were the reasons?.....
.....

16. What do you think can be done to improve Sudanese refugee girls' transition to secondary schools?
17. How many refugee girls were selected to join secondary your school for the last three years? 2010, 2011, 2012
13. How many were admitted in your secondary schools in the respective years

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: +254 020-2713171, 2241349, 254-020-2673530
Mobile: 0714 736 727, 0735 434 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1000**

Date: **10th June 2013**

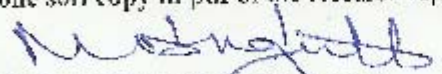
Hannah Nyaruina Njoroge
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **4th June, 2013** for authority to carry out research on *"Factors influencing Sudanese urban refugee girls' transition to secondary schools in Kikuyu District, 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.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kikuyu District.

PAGE 2

PAGE 3

Research Permit No. **NCST/RCD/14/013/1000**

Date of issue **10th June, 2013**

Fee received **KSH 4000**

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Hannah Nyapuri Njoroge

of (Address) University of Nairobi,

P.O Box 92-0002, Kikuyu.

has been permitted to conduct research in

**Kikuyu
District
Province**

**Location
District
Province**



**on the topic: Factors influencing Sudanese
urban refugee girls' transition to secondary
schools in Kikuyu District, Kenya.**

for a period ending: 31st August, 2013.

**Applicant's
Signature**

**For Secretary
National Council for
Science & Technology**