

**FACTORS AFFECTING URBAN REFUGEES IN ACCESSING
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KAMUKUNJI
DISTRICT NAIROBI COUNTY KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
Award of Masters degree in Education in Emergencies, University of Nairobi**

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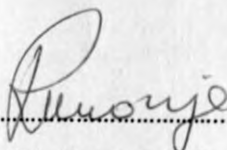
DECLARATION

This research project is my original work and has not been submitted for award of a degree in any other University.



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This Research Project has been submitted for examination with our approval as the University Supervisors.

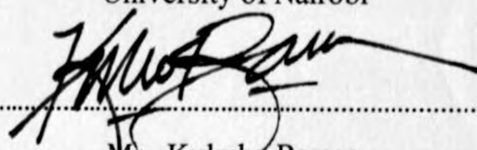


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DEDICATION

This research project is dedicated to my husband Richard, my mum, brothers and sisters for their love and understanding during the course. To all urban refugee children in Kenya with the hope that they will have proper access to education in future.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God because without His blessings it would not have been possible for all my wishes to come to reality. I wish to express my heartfelt gratitude to all the university lecturers who participated in the teaching of the course of my study. Special thanks go to my project Supervisors Dr. Rosemary Imonje and Kukubo Barasa for their earnest guidance, critical comments, encouragement and timely suggestions that made this research a success. Their support and advice made me motivated and energetic all the way through this study.

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ABSTRACT

The purpose of the study was to examine the factors influencing access to quality education among urban refugee children in Kamukunji District, Nairobi. To achieve this, research questions on influence of language barriers; living conditions; refugee policy and unequal opportunities. The study adopted a descriptive survey design to determine factors influencing refugee children access to education.

The study used a sample of 36 teachers, 112 pupils and 35 teachers, parents and pupils. Data was coded, and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages. Data analyzed formed the basis for research findings, conclusions and recommendations.

Findings on language barriers indicated that the refugee children were equipped with colloquial English which they could neither write nor speak. The study found that there were language barriers because the pupils could not understand the language of instruction. The pupils indicated that they were incompetent in writing skills, had limited language proficiency and teachers taught at a fast pace.

Findings on living conditions indicated that the refugee children suffered unsafe school conditions, poverty, separation from parents, hostile social environments and cultural stereotypes and discrimination. The study revealed that poverty was a major hindrance to access of quality realization as parents could not meet the direct and indirect costs of schooling.

Findings on the influence of refugee policy indicated that due to stringent policy guidelines, such as documentation, legal policy on finance, poor treatment, stringent admission criteria and discrimination refugee children did not access quality education as they treated as second rate citizens. The research findings on unequal opportunities indicate that due to disparities in family backgrounds, gender disparity, home-based and school-based factors refugee children could not access quality education. For instance due to the influxes and pressure on available school facilities children could not attain fully access. The study recommended that there is need for improvement of refugee children's environments including at school and family level so as to help them attain access opportunities and that the government through stakeholders must put policies in place to minimize the educational, economic and psychosocial challenges that the refugee children face.

LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
EIE	Education in Emergency
GER	Gross Enrollment Ratio
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Persons
INEE	Inter-Agency Network for Education in Emergencies
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Over the past decade, natural population growth and migration caused by failing rural economies and lingering local and regional conflicts have resulted in the rapid growth of cities throughout much of the developing world (Simone, 2003). In Africa, a region still largely characterized by rural agricultural production, urban growth rates have been the highest in the world (Ibid 2003). Although there are few hard facts, it is likely that refugees and asylum seekers constitute a significant part of this urban growth. According to the United Nations High Commission for Refugees' 2001 statistical yearbook, only 40 per cent of all persons of concern to the United Nations High Commission for Refugees (UNHCR) worldwide were living in refugee camps. While 47 per cent were dispersed in rural areas or not specified, 13 per cent were in urban areas. This 13 per cent translated into 1.9 million refugees across 116 different countries (UNHCR, 2003).

Urban refugees' transformations may be no less dramatic according to the American University in Cairo (AUC, 2002). In addition to the various psychological, emotional, and physical hardships often associated with any form of forced migration, movements from rural areas to cities are almost universally associated with exposure to new patterns of production and disparate (and often

dynamic) values and identities (Dick & Shelley, 2002). Those moving among third-world cities, or between third-world cities and those in Europe and North America, may be better equipped to negotiate urban economies than those from rural areas, but are also likely to confront language barriers, discrimination, violence, and extended periods with ambiguous legal status.

The right to education and its benefits for refugees are widely discussed in the forced migration studies literature (Wagner, 2003). In urban areas, education may play a particularly critical role in social integration or in helping those coming from rural areas to garner the necessary skills to be economically competitive. As the numbers of unaccompanied minors living in cities rise in Africa a combination of war, poverty, and HIV/AIDS is creating unprecedented numbers of orphans providing education to both refugees and local children is a growing concern. While many of the challenges of accessing and benefiting from education apply equally to refugees in rural and urban settings, there are a number of issues associated with access to education that are particularly significant in urban environments.

Urban refugees observed Rogge and Akol, (1989) are “forgotten people. “Writing in the late 1980s, they noted that large communities of displaced people in the cities of Africa were unrecognized by the authorities and lived at the margins of local society (Rogge and Akol, 1989). Over ten years later, after repeated mass

displacements across the continent, the situation was unchanged: Human Rights Watch commented on the many urban refugees “hidden” to governments and international agencies (HRW, 2002). This apparent conundrum the presence/absence of urban refugee communities is in fact a global phenomenon. More and more refugees are city dwellers whose existence is denied by governments and agencies.

Refugees often face considerable problems in accessing education. The most notable obstacles they face are legal provisions or long-standing practices that may prohibit forced or undocumented refugees from accessing public educational services (Roose, 2003). Even where refugees are technically ensured places, they may face discrimination from school administrators who do not wish to see non-national children in their classrooms or from teachers who will not encourage full participation. Due to the long journeys refugee children take from their countries of origin or the fact that educational services there may have been disrupted due to economic or political crises many are not of appropriate age for their education level (Faist, 2000). Many schools will not, for example, enroll students if they are more than two or three years above the class average. In other instances, forced migrants face problems of access similar to other socially and economically marginalized groups within urban areas, particularly school fees and expensive, time-consuming, or insecure transport to schools (HRW, 2002). The fact that many refugees earn less than locals and live in peripheral areas without schools

only aggravates these concerns. The short-term economic opportunity costs of sending children to school may, as everywhere, further discourage enrolment. Fears that children are being exposed to undesirable cultural values or practices may have a similar effect (Jacobsen, 2002).

Once in the classroom, children who have experienced trauma or the psychological stresses of relocation may also have trouble concentrating and keeping up with work. As most urban refugees make use of existing schools rather than special facilities, these difficulties may be magnified by the need to listen and read in a new language or make adjustments to new pedagogical techniques or teacher expectations. Classmates' refugees' attitudes about religion, gender roles, race, and nationality may also provide further obstacles to learning.

Although Kenya introduced free primary education in 2003 providing for the enrolment of refugee children into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it (Pavanello & Pantuliano, 2010). Access to free primary education in public schools in Nairobi somewhat depends on the refugee's location in the city. Schools in some areas especially in Eastleigh and its environs where UNHCR and GTZ have negotiated admission of refugee children into public primary schools, welcome refugee children unconditionally. In other areas, restricting 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 of quality education. School administrators refuse to enroll refugee children in order to preserve spaces for Kenyan children (UNHCR, 2009b). Like Kenyan parents, refugee parents and guardians whose children access free primary education must shoulder the burden of providing school related materials including notebooks, textbooks, uniforms, and in some cases a desk for one child.(UNHCR, 2007b)

The urban refugee situation in Nairobi is pan African complex in nature, with refugees from eight countries represented. Official and anecdotal information indicates that the Somali population is the largest followed by Ethiopians, Congolese, Sudanese, Ugandan, and Rwandese, while smaller refugee groups residing in Nairobi include those from Eritrea and Burundi. The various refugee nationalities live throughout the city, those from Somali, Ethiopia and Eritrea mainly live in Eastleigh in Kamukunji District and those from other communities are dispersed throughout many of the lower income areas in the other districts. (Nairobi City Council 2011).

It so happens that Eastleigh estate is found in Kamukunji district, it's predominantly inhabited by the Kenyan Somali. After the civil war in Somalia, most Somalis who found their way out into the city do stay in Eastleigh. The area

is densely populated with poor infrastructure and limited access to other basic facilities.

Table 1.1 Number of Refugee Pupils in Every District

District	Total population	Refugees pupils
Dagoreti	20,845	410
Kamukunji	16,850	2235
Makadara	19,399	34
Embakasi	46,509	969
Westlands	22,316	432
Kasarani	28,007	479
Starehe	22,818	1766
Njiru	12,954	106
Langata	14,967	339

Source Nairobi City Council (2011)

The above table shows the number of refugees in every district in Nairobi County. Data from the table indicates that Kamukunji District has the highest number of urban refugee pupils while Makadara District has the least number of refugee pupils.

1.2 Statement of the Problem

A child's right to education is enshrined in a number of declarations and conventions. The Universal Declaration of Human Rights of 1948 outlines the right of free, compulsory elementary education, and states that education should work to strengthen respect for human rights and promote peace. Despite access to education being a right to every child, there seems to be issues that infringe urban refugees from accessing education in Kenya. Enrollment of refugee pupils seems to be concentrated in a few urban districts as compared to others. Kamukunji district has the highest number of urban refugee pupils attending public primary schools. Since the introduction of free primary education, there has been an influx of urban refugees joining public primary schools hence a lot of compromise on the quality of education that refugee pupils receive.

Despite recent efforts to expand educational access to refugee children, primary education remains inaccessible to many of them in Nairobi. In various ways, some 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 a proper registration document such as UNHCR mandate certificate in addition to the child's birth certificate. Although many refugee children in Nairobi are born in Kenya, they do not have birth certificates, which hinder their enrolment into public schools in Nairobi.

Nevertheless, proper documentation does not necessarily guarantee access to education by urban refugee children (Jacobsen, 2005). In view of the above documentation, it is imperative to have enabling environment for there to be equity in accessing education by refugees.

1.3 Purpose of the Study

The purpose of this study was to establish the factors affecting access to education in public primary schools by urban refugees in Kamukunji district.

1.4 Objectives of the Study

- i. To determine how language barriers affect urban refugees in accessing education in Kamukunji district in Nairobi County.
- ii. To establish the role of living conditions of refugee pupil's on education access in Kamukunji district in Nairobi County.
- iii. To determine how the urban refugee policy affects refugee pupils to access education in Kamukunji district in Nairobi County.
- iv. To identify how inequality of opportunity affects refugee pupils access to education in Kamukunji district in Nairobi County.

1.5 Research Questions

- i. To what extent do language barriers affect urban refugee pupils from accessing education in Kamukunji district?

- ii. How does living conditions of refugee pupil's affect access to education in Kamukunji district?
- iii. How does urban refugee policy affect refugee pupils in accessing education in Kamukunji district?
- iv. How does inequality of opportunities affect education access by refugee pupils in Kamukunji district?

1.6 Significance of the Study

The findings from this study may therefore be instrumental in provision of information on some of the issues that contribute to the inaccessibility of quality education for the urban refugees. In this regard, policy makers may be informed on the factors that need address to enable urban refugee's access quality education.

1.7 Limitations of the Study

It was not possible to control the attitudes and feelings of the respondents during the study because of fear of victimization, hence socially unacceptable responses might have been given. The study minimized this by assuring respondents of their privacy and confidentiality so as to increase the accuracy of the responses. This study was also be limited by lack of openness of the refugees to speak to a stranger during the study. The researcher had to take some time to coerce respondents so that they can feel free to answer the questionnaires.

1.8 Delimitations of the Study

The study covered public primary schools in Kamukunji district in Nairobi County. The study was limited to urban refugees despite Kenya having both encamped and urban refugees. Kamukunji district has the highest number of refugees with a total of 2235 refugee pupils in the 10 public primary schools in the district. Public Primary schools in Kamukunji have responded to the growing number of urban refugees by enrolling them in the schools. The study was confined to public primary schools in Kamukunji district whereby parents, teachers and students will give their views on refugee pupils access to education, thus the findings will in the main not be a reflection of the situation of access to education by urban refugees in Kenya.

1.9 Basic Assumptions

The study assumed that refugees in urban setting do not access education due to some factors. This study assumed that despite the inaccessibility of quality education by the urban refugees is not a permanent state but one that with proper structures can be overcome. The study also assumed that respondents will give honest responses to guide the study.

1.10 Definition of Significance Terms

The following terms were defined in the context of the study;

Urban Refugee refers to forced migrants, victims of internecine strife, human rights abuse and prosecution who drift into towns and cities in search of refuge.

Access refers to an opportunity to enrol in, attend and complete a formal or non formal education programme.

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

Refuge refers someone who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country. This definition is according the 1951 Refugee Convention.

Emergence refers to a situation where a community has been disrupted and has yet to return to stability.

Police refers to a course or a principal of action adopted or proposed by a government, party, business or individual.

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

Living conditions refers to a livelihood or means of maintenance.

1.11 Organization of the Study

The study was organized in five chapters as follows: Introduction covers background, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definition of significant terms and lastly in this section is the organization of the study. Literature review includes: introduction language barriers, difficulty in home circumstances, urban policy on refugee education, social factors, theoretical review and conceptual framework.

Research methodology comprises of introduction, research design, target population, sample size and sampling procedures, research instruments, reliability of the instruments, data collection and data analysis procedures. Chapter four will constitute presentation and discussion of findings, finally chapter five will have conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented a review of literature relating to factors influencing refugee in urban setup in accessing education. The literature includes: Introduction, urban refugees in Kenya, language as a barrier to education access, how living conditions affect access to education, UNHCRs urban policy on refugee education and lastly inequality of opportunity effect on refugees access to education. The conceptual and theoretical frameworks are also presented in this chapter.

2.2 Urban Refugees in Kenya

The Government of Kenya (GOK) has adopted Free Primary Education (FPE) and the Children Act does not discriminate refugee children in terms of access to education. The government policy on free education for all, however, does not prevent some school administrators to refuse refugee children in order to safeguard places for Kenyan children. Limited cases have also been reported where refugee children have been barred from schools due to lack of proper documentation. The national enrolment rate in primary education was 87% in 2007 according to UNMDG (UN, 2007).

According to UNHCR Standards and Indicators (2008), out of a total number of 34,249 urban refugees (42.3% female and 50.5% male) the total percentage of

students enrolled in grades 1-6 was 46.6%. 52.3% of refugee students are enrolled in grades 7-12 (with male and female at an equal 52.5%) out of a total number of 2423 students at lower secondary level. 125 students were enrolled in tertiary education and a total of 300 participated in a number of formal, non-formal, vocational and skills trainings (15-24 years old refugees). The literacy rate was only 34.0%, with male refugees reaching an enrolment rate of 45.0% but the female enrolment rate remaining at 20.0% (UNHCR, 2008).

Infrastructure of public schools is generally poor, resulting in lack of space and overcrowded classrooms, limiting the number of refugees who can gain enrolment. In addition there are grave water shortages, a major problem they share with the Nairobi population, especially during the dry season. Sanitation and other facilities are run down and in dire need of repair, but public funds through the Ministry of Education are insufficient (Ibid, 2008).

2.3 Language as a Barrier to Education Access

Cheng (1998) and Allen (2002) wrote about a language problem that people specializing in refugee work quickly recognize but that many classroom teachers overlook. Children may be competent at spoken, colloquial English but considerably behind in academic English. As a result, some refugee children are placed in special education classes, and others are put in low academic tracks despite high capabilities (Trueba et al., 1990). Students are often unfamiliar with

the language of instruction, also called "academic English." For example, although they may be able to talk about the causes of a war, they may be at a loss if asked to "list the factors" that brought about a war (Allen, 2002). Cheng recognized numerous cultural differences, such as short response, unexpected nonverbal expressions, and embarrassment over praise that teachers might misinterpret as deficiencies. Cheng called for teachers to learn about the cultures and experiences of their international students in order to facilitate their acquisition of language and academic skills.

Deem and Marshall (1980) discussed the problem of teaching a second language when there are insufficient numbers of students in a particular school to create a special program for language acquisition. In their theoretical article, the authors explained that culturally biased materials often presuppose familiarity with the host country's culture and history. Deem and Marshall suggested the use of a language experience approach, which draws on the students' personal experiences to teach and increase vocabulary and reading/writing capabilities. The language experience approach allows students to draw from their strengths and knowledge to acquire new information. It also indicates a posture of welcoming and respecting the new-comers' cultures. The authors stated that students may be reluctant, as many of their past experiences include painful memories that they prefer not to make public. Therefore, instructor sensitivity based on knowledge of refugee experiences is essential.

2.4 Effect of Living Conditions on Access to Education

Sinclair, (2001) states that the war trauma experienced by refugee children can impede their ability to learn. Refugee children can suffer from preverbal memories that surface in nightmares. Toddlers, relocated in their developmental period of rapid language acquisition and cultural socialization, are prone to language-related learning problems and social confusion (Rong and Preissle, 1998; Sokoloff, Carlin, and Pham, 1984). Trauma experienced during flight, in refugee camps, and during resettlement causes many refugees to become distrustful or fearful of people in authority (Hynes, 2003).

School dropout of refugee students results from a complex mixture of factors, including self-perceptions of their academic ability (House, 2001), antisocial behavior and rejection by peers (French and Conrad, 2001). Portes and Rumbaut also reported that in spite of high educational expectations across diverse refugee groups, some students drop out because of unsafe school conditions, dissonant acculturation (when children acquire the language and cultural norms of their new country faster than their parents), poverty, and hostile social environments.

Parents and parental involvement in their children's education are frequently cited as factors in student success. However, some parental factors were coded as obstacles to refugee children's success. For instance, because refugee parents frequently are victims of trauma, they are not always able to provide emotional

support (Ascher, 1985). When adults do not acquire the new language as rapidly as children, parents are less able to help their children with homework.

The other major obstacles that refugee students face are social and individual rejection. How a community receives refugees can be affected by governmental policies that reject newcomers. The rigidity of cultural stereotypes and prejudices held by members of the host society can lead to hostile discrimination. Students already in need of healing from pre-resettlement experiences can face additional trauma when isolated or treated cruelly by their new peers.

2.5 UNHCR's Urban Policy on Refugee Education

The new urban policy states that UNHCR will focus on “ensuring that children receive primary school education” in urban areas (UNHCR, 2009). There are some ways in which educational access, quality, and protection are particularly challenging for refugees in urban areas; and there are some ways in which education for urban refugees is a fundamentally different endeavour than education for camp-based refugees. The Urban Policy outlines several reasons why the right to education is difficult to realize in urban settings: the cost of schools and already over-stretched education systems serving local populations (Ibid).

Often there are legal and policy barriers for refugees in urban areas, which make access to education more difficult. In some cases, refugees do not have the legal right to live outside of refugee camps or settlements. In other cases, refugees are living in states that have not signed the 1951 Convention and face daily threats of arrest or detention.

Many of the barriers to accessing education faced by refugee children in camps are exacerbated in urban areas. Financial constraints on refugee families due to legal and policy restrictions combined with high costs of living in cities mean that the direct and indirect costs of schools are even more prohibitive. Further, entering into a national system, refugee children often have less support than in a camp-based school in adjusting to a new curriculum, learning in a new language, accessing psychosocial support, and addressing discrimination, harassment, and bullying from teachers and peers. They may also encounter a lack of familiarity by local school authorities for the processes of admitting refugee children and recognizing prior learning.

While some of the challenges of education for urban refugees are different in scope than those faced by camp-based refugees, education for urban refugees is also fundamentally different in critical ways from camp-based approaches. While camp-based approaches sometimes accord with national education policies, the UNHCR *Education Field Guidelines* and the original version of the *INEE*

Minimum Standards recommend that education be as closely aligned as possible with the country of origin (INEE, 2004; UNHCR, 2003b). In urban areas, it is a necessity that refugee education is planned and implemented in collaboration with national and local level education authorities.

Historically, UNHCR provided scholarships for refugee students to study in government or private schools in urban areas. Yet the number of urban refugees and the demand for education today far outpace this individualised approach to education in urban areas. There are two options in urban areas: the creation of formal/non-formal/informal schools specifically for refugees or, preferably, local integration into public school systems.

Where legal and policy barriers exist to formal schooling for refugees in urban areas, non-formal/ informal schools for refugees may be the only option. In Malaysia, there are approximately 90,000 refugees and asylum seekers registered with UNHCR, primarily from Myanmar but also from Somalia, Afghanistan, Iraq, and Sri Lanka. They are considered by the Malaysian government to be “undocumented migrants.” The 13,865 refugee children and young people (ages 5-17) living in Malaysia are unable to access public or private schools. Only 5,134, or about 37%, were attending any form of school at the end of 2010 (Kaun, 2011; Rahman, 2011).

2.6 Inequality of Opportunity Effect on Education Access

Most societies agree on the importance of education in the development process of children. This is one of the reasons behind the massive educational growth throughout the world (Meyer, Ramirez & Soysal, 1992) during the past decades. But, despite the high educational growth, inequality in education between different social strata like being a refugee continues and sometimes widens (Halsey, Heath, and Ridge 1980). If there are unfair differences at starting points, it can be damaging, in particular if an opportunity is systematically denied to specific groups of the population. Opportunities here mean the set of goods and services that are critical for children, for example access to primary education.

Equality of opportunity seeks to level the playing field so that circumstances such as gender, ethnicity, birthplace, or family background, which are beyond the control of a child, do not influence a child's life chances. For any child, access to a primary school is clearly an exogenous opportunity, which is controlled not by him/her but by his/her family or society. If, in a society, there is disparity in the extent and level of access to primary education among children belonging to different socio-economic groups, then it is accounted as inequality of opportunity (Barros et al. 2009), is unacceptable and must be countered by policy interventions in terms of redistribution or other affirmative action. But policy intervention can happen only if the extent of inequality of opportunity can be systematically measured.

Nationality is not the only circumstances which affect the wellbeing and educational attainment of children. Gender is another factor which influences the chances of a child's access to primary education. There is enough evidence of female children being neglected by their family in comparison to the male children when it comes to education and other basic facilities (Hazra and Ram 2008).

2.7 Theoretical Framework

A sociological theory that simultaneously seeks to explain and critique the educational system is called the "reproductionist theory". This theory holds that the schools serve only to reproduce the social inequalities already existing in the society. The discourse surrounding the reproductionist theory is largely focused on studying how race and class are reproduced by schools (Bowles 2002; Lleras and Rangel 2009; MacLeod 1995; Rist 2000).

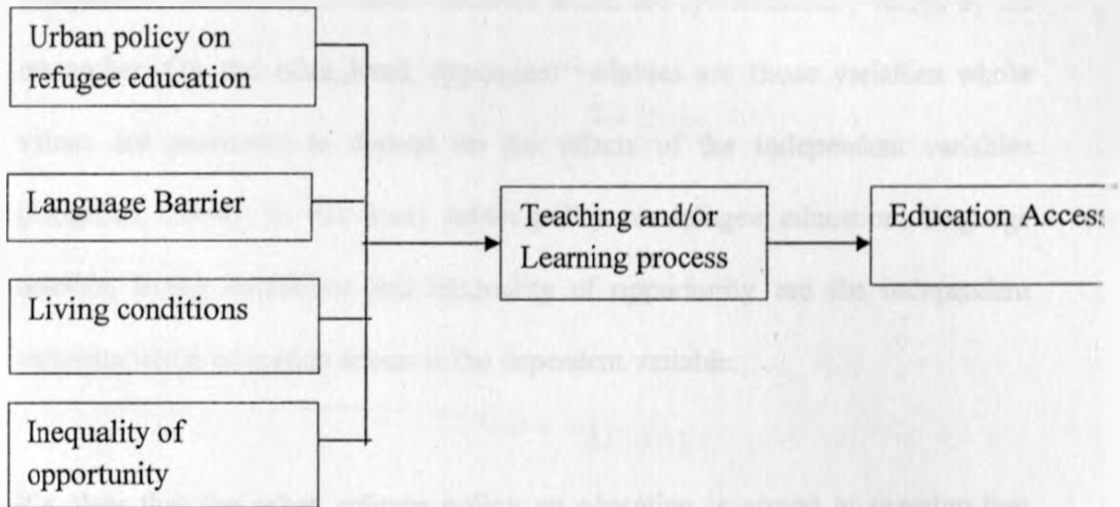
This research will consider language acquisition and acculturation as sites of inequality that is reproduced by schools and significantly affect refugee children. The processes through which societal inequalities are reproduced through schooling are not necessarily intentioned by the schools or teachers. Students' Cultural and social capital, parental involvement, the hidden curriculum, ability grouping in schools and students social economic, are found to have strong

impact on children's' school experiences and achievements. (Lareau 2000; Lareau 2003; Rist 2000).

One apparent reason for schools to function in this manner is that schools do not operate in isolation from the rest of the society and everyone who works in the educational system, from administrators to teachers and staff, are all members of their respective community; and they bring to school their beliefs and values, which are a result of the socialization they experienced as an individual. Schools are a microcosm of the larger society within which it is situated, and schools often serve as the means through which the larger societal norms and beliefs are passed to the next generation (Lleras and Rangel 2009; Rist 2000). These norms and beliefs usually include, but are not limited to religious faiths, cultural traits, and societal beliefs regarding race, class and gender.

2.8 Conceptual Framework

Fig 2.1 The Relationship between Factors Affecting Urban Refugees in Accessing Education and Learning



Conceptual Framework is the result of what a researcher conceptualizes as the relationship between variables in the study and shows the relationship graphically or diagrammatically (Mugenda & Mugenda 2003). A conceptual definition is an element of the scientific research process in which a specific concept is defined as a measurable occurrence or in measurable terms; it basically gives one the meaning of the concept (Mugenda, 2008). According to Donald & Kisilu (2009) conceptual framework helps in the formulation of the research design and providing a reference points for discussion of literature, methodology and data analysis. It thus assists the researcher to organize his/her thinking and complete an

investigation successfully by providing the linkages between the various concepts in the study.

Independent variables are those variables which are systematically varied by the researcher. On the other hand, dependent variables are those variables whose values are presumed to depend on the effects of the independent variables (Mugenda, 2008). In this study urban policy on refugee education, language barriers, living conditions and inequality of opportunity are the independent variables while education access is the dependent variable.

It's clear that the urban refugee policy on education is aimed at ensuring that urban refugees have access to education. There are some ways in which educational, quality and protection are particularly challenging for refugees in urban areas. Majority of the refugees in Kamukunji district are of the Somali origin and so security is of concern when sending their children to school more especially girls.

Conversely many Somali refugees are not registered upon entering Kenya and therefore have no official documents at all. They claim that they did not register due to lack of information on the process, concerns that they might be deported if they were unsuccessful, and the cost of repeatedly travelling to the UNHCR offices together with fears of arrest. Many are also put off by the length of time

the process entails. Others do not register because they have acquired false documentation, particularly alien cards and Kenyan identity cards. All these issues affect their access to education.

Language barriers, lack of knowledge on their rights on how to uphold them, fears of exposure and previous traumatic encounters with police authorities in their countries of origin or in Kenya all make refugees very nervous around the police. This coupled with a lack of familiarity with legal system makes them prone to seek on the spot solutions with individual officers, rather than taking matters up with higher authorities. Newcomers are particularly vulnerable as they are less familiar with the police encounters in Kenya, might be less fluent in Kiswahili or English and are in general disoriented by their recent displacement experience.

The livelihoods of urban refugees are diverse and include work in the informal sectors as laborers, running small business and remittances and community support networks. (Wagacha and Guiney, 2008). The great majority of refugees who have access to work are engaged in the informal economy. Semi skilled and unskilled refugees are involved in the same type of work, mostly casual labor and petty trade. This includes jobs such as shoe shiners, shop attendants, mechanics', waiters, car washers and herds men in peri urban areas. These refugees earn very little and they have to work every day and have no days off.

Inequalities of opportunities do hinder access to education. Social factors existing in Kamukunji such as poverty, ethnicity, religion, cultural practices and gender affect refugee's access to education. For instance among the Somali community in Eastleigh, they tend to marry of their girls at very early ages. Their culture dictates that they should start families early as opposed to continuing with education for many years.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section described the methods that were used in the study. It explained the research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis procedure.

3.2 Research Design

Research design is the programme that guides the researcher in the process of collecting, analyzing, and interpreting observations (Frankfort-Nachmias and Nachmias, 2005). This study will be descriptive and cross-sectional in nature. The cross-sectional research design is the most predominant design employed in the social sciences. The design is identified with survey research a method of data collection in which researchers usually ask a random sample of individuals to respond to a set of questions about a particular phenomenon. Such researches are carried out in natural settings and permit the researcher to use random probability sample. The researcher is able to make inferences to broader populations and permits them to generalize their findings to real life situations thus increasing the external validity of the study.

Qualitative methods were used to collect the data. Qualitative data was collected

through key informant interviews schedule and focus group discussions (FGDs) schedule. This gave information on the factors that affect urban refugees in accessing primary education. Qualitative data was analyzed by reading, coding, displaying, reducing and interpreting. A thematic content analysis will be applied.

3.3 Target Population

The study was carried out at Kamukunji district in Nairobi County. According to Mugenda and Mugenda (2003) Target population is the population to which a researcher wants to generalize results of a study. The study targeted parents, teachers and students of Kamukunji public primary schools. The study population was 2948 respondents from Kamkunji district. The selection of the sample was guided by Gay (1987) sample size Rule of Thump presented in the table below:

Table: 3.1 Population Sample Size

Size of Population	Sampling Percent
0-100	100%
101-1,000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

Source Gay (1987)

Table 3.2 Target Population

Population Category	Population Size	%	Sample
Refugee pupils	2235 (1252 male (56%) and 983 (44%) female)	5	112 (63 male and 49 female)
Teachers	363 (64 male (18%) and 299 (82%) female)	10	36 (6 male and 30 female)
Parents	350	10	35
Total	2948		183

Source Author (2012)

3.4 Sample Size and Sampling Procedures

A sample is a subset or portion of the total population (Bailey, 1987). A sample of 183 respondents was drawn from the study area. Kamukunji has 10 schools. Simple random sampling was carried out to sample schools and respondents. The list of schools was used to construct a sampling frame. To obtain a representative sample, each school will be assigned a number and then sampled through the simple random sampling method. This was done by writing down the name of each school on a piece of paper. The pieces of papers were then be folded, mixed

in a container and one person was asked to pick at random. The selected schools were included in the study. From each sampled from each school 26 respondents were obtained through simple random sampling using school registers. School heads provided the registers. The sample consisted of every respondent in the register. Simple sampling method gives all the counties and respondents equal opportunity to be included in the sample (Frankfort-Nachmias and Nachmias, 2005).

3.5 Research Instruments

Data for this study was collected using questionnaires. According to Mugenda and Mugenda (2003), a questionnaire is a written set of questions to which subjects respond in writing. The researcher preferred a questionnaire because it ensured anonymity of the respondents, thus was expected to enhance their honesty. The questionnaire was for teachers, parents and refugee pupils. These questions attempted to answer research questions developed by the researcher.

The structured questions measured the subjective responses to clarify the objective responses and at the same time, enhance formulation of the recommendations of the study. Items on the questionnaire are designed based on the objectives of the study, and on literature review. The researcher interviewed Parents Teachers Association (PTA) teachers and head teachers of selected schools and refugee pupils. Parents questionnaire elicited information on their

nationality, how long they have stayed in Kenya, problems they encounter in terms of access to education by their children, number of children they have and their respective ages, whether their children attend school and give reasons for choosing that school, difficulties encountered in enrolling in that school, whether they are satisfied with the teaching and learning that goes on in the school, and finally they were asked to compare access to education in this school compared to the school in their country of origin. Teachers questionnaire elicited information on their experience, levels and subjects that they teach, number of refugee pupils in their classes, their attendance rate and their performance, problems encountered by refugees in learning and how the teacher helps, urban policy on education, discrimination, in terms of enrollment, language of instruction and lastly if cultural differences interfere with learning on refugee pupils. Refugee pupil's questionnaire elicited information on their age, levels, number of years in that school, schools attended before, whether they like school, whether they eat regular meals, if they understand language of instruction and what things make them miss school.

3.5.1 Instrument Validity

The study adopted content validity which indicated whether the test items represented the content that the test is designed to measure. The pilot study assisted in determining accuracy, clarity and suitability of the instruments. It helped identify inadequate and ambiguous items such that those that fail to

measure the variables they are intended were modified or disregarded completely and new item added. Mugenda and Mugenda, (2003) points out that content experts help determine content validity. To ensure validity, the instruments used in the study will be examined by the supervisor and other academic experts in the department to ensure validity.

3.5.2 Instrument Reliability

Reliability is a measure of degree to which a particular measuring procedure provides consistent results or data after a repeated trial (Kothari, 2008). To gauge test-retest reliability, the test was administered twice at two different points in time (In this case a difference of three weeks was allowed to pass before the treatment was applied to the same respondents). This kind of reliability is used to assess the consistency of a test across time. This type of reliability assumes that there will be no change in the quality or construct being measured. Spearman rank order correlation (r) will be used to compute the correlation co-efficient to establish the degree to which there is consistency in eliciting similar response every time the instrument is administered. The advantages of this coefficient are that, if calculation is to be done by hand, it is easier to calculate, and can be used for any data that can be ranked. The Pearson Product Moment Correlation Coefficient (r) between the scores of the two halves was determined using the formula:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2) - (\sum x)^2} \sqrt{(N \sum y^2) - (\sum y)^2}}$$

R=N

Where N = Total number of scores

X=scores in the even numbered items

Y =scores in the odd numbered items

To test for reliability of the whole instrument, the Spearman Brown Prophecy Formula will be used as follows:

$$Re = \frac{2r}{1 + r}$$

Where: Re = reliability of entire test

R = coefficient for half of the instrument

(Ary et al., 2006)

The reliability of the instrument was 0.7 and therefore satisfactory.

3.5.3 Data Collection Procedures

The researcher applied for a letter of permit from the National Council of Science and Technology. Another letter was sought from the district commissioner and district education board from Kamukunji allowing the researcher to visit public primary schools in Kamukunji district to collect data. Data was collected with the aid of questionnaires. The researcher personally administered the research instruments in the 10 public primary schools. In liaison with the various teachers

in the schools the questionnaires were collected on an agreed date so as to enable the teachers, parents, and refugee pupils to duly respond to the instruments.

3.6 Data Analysis and Techniques

Analysis of data started by editing in order to identify errors made by the respondents such as spelling mistakes and any other wrongly answered or unrespondent items. Quantitative data derived from the demographic sections of the questionnaires and other closed questions was analyzed using descriptive statistics and included the use of percentages and frequencies. Qualitative data generated from the open ended questions in the research instruments was organized into themes and patterns, categorized through content analysis and then tabulated. Daily summaries compiled into weekly summaries and then merged into quantitative data to form interim report from which final report will be drawn.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of research findings. The first part deals with demographic information while the second part deals with research questions. Data are presented in both descriptive and tabular form.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the sample that participated in the study as intended in all research procedures. The questionnaire was administered to a sample of 36 teachers, 112 pupils and 35 parents out of these 30 teachers, 100 pupils and 25 parents dully filled and returned the questionnaires. The questionnaire return rate is shown in Table.

Table 4.1: Questionnaire Return Rate

Respondents	Sample	Returned	Percentage
Teachers	36	30	83.3
Parents	35	25	71.4
Pupils	112	100	89.3

Data in table 4.1 indicates that the questionnaire return rate was 83.3% for teachers, 71.4% for parents and 89.3 for pupils. The average questionnaire return rate was 85.0%. The questionnaire return rate was therefore satisfactory.

4.3 Demographic Characteristics of Respondents

4.3.1 Gender of Respondents

The respondents were asked to indicate their gender, this information was presented in Table 4.2.

Table 4.2: Gender of Respondent:

Respondents	Male		Female		Total	
	F	%	F	%	F	%
Teachers	11	36.7	19	63.3	30	100.0
Parents	16	64.0	9	36.0	25	100.0
Pupils	46	46.0	54	54.0	100	100.0

Data in Table 4.2 indicates that out of the 30 teachers who returned the questionnaires 19 (63.3%) were females and 11 (36.7%) were male. Accordingly out of the 35 parents who returned the questionnaires 16(64.0%) were male and 9 (36.0%) were female. Further, out of the 100 pupils who returned the questionnaire 54 (54.0%) were female whereas 46 (46.0%) were males. This data indicates that most primary school teachers who participated in the study were

females; it further indicates that there were more female pupils than males who participated in the study. The proportion of female respondents who participated in the study was 53.0%, whereas the male was 47.0%.

4.3.2 Age of Pupils

The study sought to establish the age of the respondents. Pupils were asked to indicate their age. The findings are presented in table 4.3.

Table 4.3: Age of Pupils

Age bracket	F	%
15 – 16 years	50	50.0
17 – 18 years	23	23.0
19 – 20 years	17	17.0
Over 20 years	10	10.0
Total		

Data in Table 4.3 indicates that majority of pupils are aged between 15 – 16 years, (50.0%), 23 (23.0%) in the age bracket of 17-18 years, 17.0% in 19-20 years bracket whereas 10.0% are over 20 years of age.

4.3.3 Number of Siblings out of School

The study sought to establish the number of pupils the number of siblings who had dropped out of school. The findings are presented in Table 4.4.

Table 4.4: No of Siblings who have Dropped out

Number of Siblings	F	%
0 -1	30	30.0
2 - 3	62	62.0
4 - 5	4	4.0
Above 5	4	4.0
Total		

Data in table 4.4 indicates that majority of children 62.0% had dropped out of school due to challenges related to the psychological, psychosocial, social-economic, policy and school based factors.

4.3.4 Availability of School Resources

The study sought to establish the availability of school resources. The responses are presented in table 4.5.

Table 4.5 Teachers Responses on Availability of School Resources

	Adequate		Inadequate		Not available		Total	
	F	%	F	%	F	%	F	%
Staffroom facilities	8	26.7	12	40.0	10	33.3	30	100
Classrooms	12	40.0	8	26.7	10	33.3	30	100
Student's support services	14	46.7	12	40.0	1	13.3	30	100
Availability of learning resources	16	53.3	12	40.0	2	6.7	30	100
Learner resource centres	8	26.7	10	33.3	12	40.0	30	100

4.4 Data Analysis and Presentation

This section presented the analysis of the data obtained from teachers, parents and pupils in public primary schools in Kamukunji District, Nairobi county based on the research questions.

4.4.1 Language Barriers to Education Access

Research Question 1: What is the influence of language in urban refugees in accessing quality education in public primary schools in Kamukunji District, Nairobi County?

The researcher sought from the teachers on the language of instruction in school. Eighteen (18) teachers (60.0%) indicated that English was the medium of instruction, 8 (26.7%) indicated Kiswahili whereas 6(20.0%) indicated a mixture of English and Kiswahili. The results of these findings reveal that refugee children may be competent at spoken, colloquial English, hence they can understand concepts taught in English; but due to the nature of the curriculum in Kenya in which Kiswahili is taught as a compulsory subject, the refugee children most learn to speak the language, hence when it is used as a medium of instruction it helps sharpen their fluency.

The study observed that pupils suffered language barriers due to the choice of the language of instruction. They identified numerous challenges that emanate from the language used in classroom instruction. The findings are presented in table 4.6.

Table 4.6: Pupils Responses on their Language Difficulties

Response	F	%
Colloquial English full of short responses as opposed to long responses of academic English.	23	23.0
Poor academic, critical writing skills	11	11.0
Poor literacy and numeracy	20	20.0
Limited English language proficiency	8	8.0
Fast-paced teaching method	16	16.0
Fear of speaking out in class	13	13.0
Difficult English assessments	9	9.0
Total	100	100

Data in table 4.6 indicates that pupils had difficulties understanding and attaining proficiency and competence in the main language of instruction. – English. Majority of the pupils (23%) indicated that their colloquial English was full of short responses that did not match the long responses of academic English. Twenty (20.0%) indicated that due to the language barrier, they had encountered challenges in literacy and numeracy, 16.0% indicated that the challenge was in the fast-paced curriculum (teaching method). The findings in this study reveal that refugee children undergo cultural dissonance, including academic culture dissonance due to different academic expectations in the host country. Further pupils indicated that they faced the challenge of poor academic, critical writing

skills. The findings reveal that refugee children in urban areas were undergoing acculturation stress; difficulty with academic skills such as note taking, studying, academic writing, critical thinking, literacy and numeracy and organizational skills. Further, this is an indication that refugee children had limited English language proficiency which –sometimes – made them lack understanding what they read in the textbooks. The study further revealed that teachers were too fast during the lessons such that the refugee learners do not understand. This happens when refugee children are placed in the same entry levels with other children who have been born / living in the urban centres and have accultured themselves to the process and pace of schooling.

The researcher asked teachers to indicate the efforts / steps they had taken to help students improve on their language proficiency. The findings were presented in table 4.7.

Table 4.7: Teachers' Responses on Students' Language Support Strategies

Strategy	F	%
Remedial teaching during preps, weekends out of school hours	10	33.3
Purchasing culturally appropriate books and resources for refugee children.	6	20.0
Attending training workshops on war-affected refugee children.	4	13.3
Teaching life-skills education to refugee children to help them adapt.	7	23.3
Initiating blended study groups with host children to help refugee children improve on language.	3	10.0

Data in Table 7 indicates that majority of teachers 33.3% took part in remedial teaching during preps, weekends, and out of school hours, 20.0% bought books and other relevant curriculum resources for the refugee children, whereas 10.0% initiated study groups blended with the host children to help refugee children interact and grow out of their fears and stigma while making improvement in their proficiency. The findings in table 4.7 reveal that teachers have great interest and hope for the academic improvement and achievement of refugee pupils. They have invested considerable time and resources in these learners.

Research Question 2: What is the Influence of Living Conditions on Urban Refugees Access to Quality Education in Public Primary Schools in Kamukunji District, Nairobi County?

The researcher sought from parents whether their children had dropped out of school in the course of their study. Majority of parents 19 (76.0%) indicated that they had experienced drop-outs in their families. Further the researcher asked parents to indicate the factors that have necessitated these drop-outs. The findings are presented in table 4.8.

Table 4.8: Parents' Responses in Causes of Drop-outs

Responses	F	%
Unsafe school conditions	9	36.0
Separation from families	6	24.0
Poverty	4	16.0
Hostile social environments	6	24.0
Lack of emotional support	3	12.0
Cultural stereotypes and discrimination	2	8.0
Total	25	100.0

Data in Table 4.8 indicates that majority of parents (36.0%) indicated that there are unsafe school conditions, 6(24.0%) indicated separation from families, 4

(16.0%) poverty whereas 6 (24.0%) stated that hostile social environments impeded on the refugee children's living conditions. The findings reveal that poverty hampers parents' ability to afford money to (pay school fees) to meet the direct and indirect costs of schooling. As a result, many children drop out to work and care for the family. Further, the study revealed that separation from families due to conflict not only create acute loneliness for many of the learners but also robbed them of the role models who had provided for example, stability and structures needed to those academically. The findings indicate that there is need for the school system to create conditions to support the development of refugee pupils across schools.

Teachers were asked to indicate the factors that affect refugee children's access to quality education hence academic success. The responses are presented in Table 4.9.

Table 4.9: Teachers' Responses on Factors Influencing Refugee Children's Access to Quality Education

Response	F	%
Pre-occupation with economic survival	3	10.0
Slower pace of acculturation and adaptation	4	13.3
Cultural difference	6	20.0
Home-based factors e.g. poverty	5	16.7
Poor living conditions, lifestyles, standards of living	8	26.7
Increased access to drug abuse	2	6.7
Total	30	100.0

Data in table 4.9 indicate that teacher's views concur with parents who indicate that poverty is a key hindrance to access to education. Poverty also explains why many of the refugee children and families remain restricted to up-towns, slum and shanty areas of the urban centre which are often in rough, inner-city neighborhoods whereby children are characterized as "tough," "full of gangs" and "drug and prostitution activities." Pupils interviewed indicated that they fear the lifestyle of their residential areas and even indicated that some children had strayed away to drug abuse and other gangs since violence is not a scary proposition to them.

4.4.2 Refugee Policy

Research Question 3: How does the Refugee Policy affect Urban Refugees Access to Quality Education in Primary Schools in Kamukunji District?

The researcher sought from the teachers the extent to which refugee policy in education influences children's access to education. Teachers responses are presented in Table 4.10.

Table 4.10 Refugee Policy

Responses	F	%
Lack of documentation / registration –arrests	6	20.0
Legal and policy restriction on finance	8	26.7
Problems of adjusting into new curriculum	4	13.3
Addressing discrimination	3	10.0
Lack of familiarity for admission procedures	4	13.3
Treatment as second rate citizens	5	16.7
Total	30	100.0

Data presented in table 4.10 indicates that majority of urban refugees 8(26.7) face legal and policy restrictions and finance acquisition, 6 teachers (20.0%) indicated that the refugees are frequently arrested due to lack of documentation and registration whereas 5(16.0%) indicated that they were treated as second rate

citizens. The findings reveal that the urban refugee policy makes education for refugees difficult to achieve / realize coupled with the overstretched education system serving local populations. Further, the findings indicate that refugees lack proper documentation hence they are regularly arrested. The findings reveal that lack of legal rights for refugees to live outside their camps or settlements impedes on their movement and children's access to education.

Parents further indicated that due to poverty and financial policy constraints, 48.0% were unable to meet school fees, 64.0% could not afford school uniforms and other costs of education. The findings reveal that the high costs of living and financial constraints mean that the direct and indirect costs of education are even more prohibitive. As a result of the lack of access to education opportunities, refugee children are forced to turn to non-formal informal schools specifically for refugees or preferably local integration into public school systems (UNHCR, 2003).

4.4.3 Unequal Opportunities in Education

Research Question 4: How Does Unequal Opportunities Affect Access to Education for Urban Refugees?

The researcher sought to establish the relationship between social inequality and access to education for refugees. Parents were asked to indicate some of the

factors that created inequality in access to education. The responses are presented in Table 4.11.

Table 4.11: Factors Leading to Inequality in Access to Education

Response	F	%
Gender disparity	8	32.0
Ethnicity	6	24.0
Family Background	9	36.0
School –based factors	5	20.0
Total	25	100

The findings in Table 4.11 indicate that disparities in family backgrounds or major hindrance to access to education 36.0%, gender disparity (32.0%) and school-based factors 5(20.0%). The findings on school-based factors reveal that due to the influxes of refugees and children from the host county as a result of Free Primary Education programmes, there lies a challenge in schools due to the emanating pressure to accommodate the large numbers of pupils seeking the few available spaces. Further, pupils indicated that the schools did not have enough spaces, poor infrastructure, overcrowded classrooms, water shortage poor sanitation and high teacher – pupil ratio.

Further teachers were asked to indicate the factors in teaching and learning process that created inequality in the access to and achievement of education for refugee children. The findings were presented in Table 4.12.

Table 4.12: Teaching and Learning Process Barriers

Response	F	%
Teachers unable to adapt curricula to refugee needs	6	20.0
Difference in teaching goals	3	10.0
Disparity in beliefs about students capability	4	13.3
Differences in learners (refugees and host children)	8	26.7
Challenges of racial and cultural awareness	5	16.7
Heavy work load due to influxes	4	13.3
Total	30	100.0

The findings in table 4.12 indicates that majority of teachers 8(26.7%) were not able to deal with individual differences in learners capabilities and opportunities for achievement, 6(20.0%) were unable to adapt curricula to refugee needs, 5(16.7%) faced challenges of racial and cultural awareness whereas 4(13.3%) complained of work load due to influxes. These findings reveal that there is need for teachers to believe in the high capacity of pupils and use their subjects as a vehicle for enhancing pupil's personal and academic growth other than as cut and

dried immutable content to be transmitted to students. Further teachers should be responsible for motivating refugee pupils to learning foster nurturing professional relationships with students and consider the children's and their own cultural backgrounds hence adapt the curricula and pedagogical practices to fit those backgrounds.

The researcher sought the teachers' responses on the suggestions for responding to the needs of refugee children. The findings were presented in table 4.13.

Table 4.13: Teacher's Suggestions on Ways of Responding to Refugee Pupil's Needs

Suggestion	F	%
Teaching life skills to refugees in schools	8	26.7
Training teachers on conflict, emergencies, peace education	6	20.0
Introduce after-school programmes for children, parents and youth.	4	13.3
Ensuring inclusive practices such as drama, sports, music and dance programmes to refugee children and others.	6	20.0
Involve stakeholders to find all possible programmes.	8	26.7
N = 30		

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings as obtained from respondents who included teachers, parents and pupils in public primary schools in Kamukunji District. It also contains the conclusions of the study, recommendations and suggestions for further research.

5.2 Summary of Findings

The purpose of the study was to examine the factors influencing access to quality education among urban refugee children in Kamukunji District, Nairobi. To achieve this, research questions on influence of language barriers; living conditions; refugee policy and unequal opportunities. The study adopted a descriptive survey design to determine factors influencing refugee children access to education.

The study used a sample of 36 teachers, 112 pupils and 35 teachers, parents and pupils. Data was coded, and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages. Data

analyzed formed the basis for research findings, conclusions and recommendations.

Findings on language barriers the study observed that the refugee children were equipped with colloquial English but not at spoken and written English. The study found that they suffered language barriers because they could not understand the language of instruction. The pupils indicated that they were incompetent in writing skills, had limited language proficiency and teachers taught at a fast pace.

Findings on living conditions indicated that the refugee children suffered unsafe school conditions, poverty, separation from parents, hostile social environments and cultural stereotypes and discrimination. The study revealed that poverty was a major hindrance to access of quality realization as parents could not meet the direct and indirect costs of schooling.

Findings on the influence of refugee policy indicated that due to stringent policy guidelines, such as documentation, legal policy on finance, poor treatment, stringent admission criteria and discrimination refugee children did not access quality education as they treated as second rate citizens.

The research findings on unequal opportunities indicate that due to disparities in family backgrounds, gender disparity, home-based and school-based factors

refugee children could not access quality education. For instance due to the influxes and pressure on available school facilities children could not attain fully access.

5.3 Conclusion

Despite the national and ethnic variation among the urban refugee pupils targeted in this study, their common experiences as refugee children from war affected countries and disrupted schooling provided a remarkable parallelism in their education needs and challenges for their integration and school success. There was a clear outline of the psychological, academic, economic and psycho-social challenges affecting the ability of refugee children to adapt and acculturate into their host country and cope well with school work.

The study concludes that when these challenges are compounded by perceived, or real, attitudes of prejudice, marginalization and discrimination, from fellow pupils, teachers and administrators, refugee children's confidence and self concept are severely challenged and the stage is set for feelings of rejection, inadequacy, frustration, and dropping out even when dropping out is not intended.

Lack of sufficient resources available to schools and isolation among the various service providers – educators, housing and family services, the health care

personnel – can severely impair the ability of these agencies to provide the services needed to support war-affected refugee students.

5.4 Recommendations

Based on the findings and conclusions, the study recommends that:

1. There is need for improvement of refugee children's environments including at school and family level so as to help them attain access opportunities.
2. The government through stakeholders must put policies in place to minimize the educational, economic and psychosocial challenges that the refugee children face.
3. Schools are key elements in the socialization and acculturation of refugees youth. They should therefore do much more about the diversity and inclusiveness and reduce some of the academic and psychosocial challenges identified in the study.

5.5 Suggestions for Further Study

1. A study on the factors influencing refugee girls' access to education so as to establish the educational needs of barriers for girls' access to check on gender parity.

2. The study used teachers, parents and pupils as the key respondents. A study should be carried out including the head teachers, educational officers, refugee agency officials and other stakeholders to provide a holistic picture of the findings.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

P.O. Box 92

KIKUYU

THE PRINCIPAL

.....SCHOOL

Dear, SIR/MADAM

RE: Factors Influencing Urban Refugees in Accessing Education in Public Primary Schools

I am a post graduate student pursuing a master's degree in Education In Emergencies.

I am conducting a research on the above topic.

I kindly request your participation in the research by completing the questionnaires for me. Your identity will be treated with utmost confidentiality for the purpose of this research.

Thank you for your advance cooperation

Yours sincerely

Caroline Mulinge

APPENDIX II

PARENTS QUESTIONNAIRE

1. What is your gender? Male.....
Female.....
2. How many children do you have?.....
3. Do they all attend school? YES..... No.....
4. How long have they been in this school?.....years
5. Why did you choose this school?.....
6. Do your children attend school everyday? YES.....NO.....
7. What are some of the things that make your children miss school?.....
.....
8. Do you feel that your children enjoy attending this school?
Yes.....NO.....
9. Did you experience any difficulties in enrolling your children in this school? YES.....No.....
If Yes what are some of these difficulties?
.....
.....

10. Are you satisfied with the teaching and learning that happens in this school? How do your children go to school? By bus or walking? Do you always have enough bus fare for them?.....

.....

11. Do your children understand the language of instruction clearly?

Yes.....No.....

12. List the challenges you face in ensuring that your children attend school daily?.....

.....

13. How does the urban refugee policy affect children's access to education in this school? Justify your answer.

.....

.....

.....

14. Do you feel that there is fair treatment to all pupils despite their nationality? YES.....NO.....

15. What factors lead to unequal opportunities in access to education among refugee pupils in the district?

.....

.....

APPENDIX III

TEACHERS QUESTIONNAIRE

1. What is your gender? Male.....Female.....
2. How long have you been in this school?.....years
3. What levels do you teach?.....
4. Which subjects do you teach?.....
5. Are there refugee pupils in your class? How many?
.....
6. Do refugee pupils attend school regularly? Yes.....NO.....
If NO, what are the reasons for absenteeism?
.....
.....
7. Is there a noticeable difference in terms of attendance by urban refugee pupils
and the local students? YES.....NO.....
8. Do they interact and play together?
.....
9. Which language do the refugee pupils understand better?
.....
10. Which language do you mostly use in teaching them?
.....

11. Do the urban refugee pupils have challenges in understanding the language?.....

.....

12. How do you help them cope with the problem?

.....

13. What challenges of living conditions do they encounter in coming to school regularly?.....

.....

14. List any other problems that they encounter in their daily learning in your class?.....

.....

15. Compared to Kenyan pupils, how is the performance of refugees in your class?.....

.....

16. To what extent does the urban refugee policy in education make it possible for refugee to easily enroll in primary schools?

.....

.....

Justify your answer

.....

.....

17. When enrolling refugee pupils, are there preferential treatment to Kenyan pupils?.....

.....

18. How do unequal opportunities interfere with learning of refugee pupils access to education?.....

APPENDIX IV

PUPIL'S QUESTIONNAIRE

1. What is your gender? Male.....Female.....

2. what is your age?.....years

3. What level are you in?.....

4. How long have you been attending this school?.....years

5. Do you come to school everyday? YES.....NO.....

If NO, what are the reasons for your absenteeism?

.....
.....

6. What things make you miss school?

.....

7. Which language are you fluent in?

.....

8. Which language does your teacher use most of the time?

.....

9. Do you have difficulties in understanding the language?

YES.....NO.....

10. Does your teacher assist you? YES.....No.....If yes state how?

.....

11. Do you like your school? YES.....NO.....

12. List the things that you like about your school?

.....

.....

13. List the things that you don't like about your school?

.....

14. How does living conditions affect your access to education?

.....

.....

15. How does urban refugee policy affect your access to education?.....

.....

16. Do you think unequal opportunities affect your access to education?

YES.....NO.....

If Yes please state how?

.....

Thank you for your co-operation

APPENDIX V

IDENTIFICATION DETAILS FOR RESEARCHER

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/729

THIS IS TO CERTIFY THAT:

Date of issue

22nd June, 2012

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

Fee received

KSH. 1,000

Caroline Nduku-Mulinge

of (Address) University of Nairobi

P.O.Box 30197-00100; Nairobi.

has been permitted to conduct research in

Location

Kamukunji

District

Nairobi

Province

on the topic: Factors affecting urban refugees

in accessing education in public primary

schools in Kamukunji District, Nairobi County,

Kenya.



Applicant's Signature

Secretary
National Council for
Science & Technology

for a period ending: 30th September, 2012.

APPENDIX VI

CONDITIONS TO CARRY OUT THE RESEARCH

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)

APPENDIX VII

RESEARCH AUTHORIZATION FROM NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote:
secretary@ncst.go.ke

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

NCST/RCD/14/012 729

22nd June 2012

Our Ref:

Date:

Caroline Nduku Mulinge
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors affecting urban refugees in accessing education in public primary schools in Kamukunji District, Nairobi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Kamukunji District for a period ending 30th September, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kamukunji District before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Kamukunji District.