

**SCHOOL BASED FACTORS INFLUENCING URBAN REFUGEE
STUDENTS' ACCESS TO PUBLIC SECONDARY EDUCATION IN
KAMUKUNJI DISTRICT, NAIROBI COUNTY, KENYA**

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the Award of the Degree of Master of Education in Education in
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DECLARATION

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

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DEDICATION

This research project is dedicated to my parents George Munyua and Virginia Muthoni and my aunt Agnes Waringa Kinuthia.

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LIST OF ABBREVIATIONS AND ACRONYM

FPE	Free Primary Education
K.C.S.E	Kenya National Examination Council
MOE	Ministry of Education
NCS	National Curriculum Statements
PTA	Parents Teachers Association
RCK	Refugee Consortium of Kenya
SPSS	Statistical Package for the Social Science
UNHCR	United Nations High Commission for Refugees
UN	United Nations
UNICEF	United Nation Children Fund
UNMDG	United Nation Millennium Development Goals
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

This study investigated school based factors influencing urban refugee access to public secondary school in Kamukunji District Nairobi County. The objectives of the study were: To determine whether the language of instruction in schools influences urban refugee access to secondary education, to establish the role of living conditions of urban refugee on education accessing secondary education, to establish how cost of education influences urban refugee access to secondary school and to identify the extent to which certification regulation by the Government of Kenya influence refugee access to secondary education. The study adopted descriptive survey design. Participants were selected using purposive and simple random sampling and the study sampled 7 school principals and 196 refugee students. Descriptive statistics were used for data analysis and results presented using tables, frequencies, pie charts and bar graphs. The study identified that majority of the urban refugees in public secondary schools and their siblings in Kamukunji District miss school because of un cleared or lack of school fees. The study therefore concluded that high cost of education affect the urban refugee students' access to secondary education in the district and recommends that the schools should identify potential donor scholarships to help them clear their school fees. Majority of the urban refugee students and their siblings miss the certification documents and therefore to a large extent the certification regulations affect their access to secondary education. The study recommends that the government ought to provide a special center for issuing certification documents to the urban refugee students. A big number of the urban refugee students are affected by the language of instruction and therefore it negatively influences their access to secondary education. The study therefore recommends that tuition classes could be appropriate and language departments should organize formal assistance to the urban refugee students. The study found out that majority of the urban refugee student parents are in the informal sector of employment and therefore concluded that living conditions negatively affect their access to secondary education. The study recommends that urban refugee parents to be given work in the schools to help them raise their living conditions. The major research conclusions are that language of instruction, poor living conditions, lack of school fees, lack of school documents required on entry to secondary school and finally the Kenya Education certification policy to a great extent influences access to secondary school. The recommendation for this study is that the government should increase the number of public schools for girls so as to cater for high demand of secondary education also incorporate refugees parents with prior skills into vocational training, job placement programs or grants programming aiming to establish small enterprises so that they can improve their livelihood. The suggestions for further studies on school based factors that influence urban refugee girls' access to public secondary schools in and also non school related factors influencing the dropout rates of urban refugee students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The world is undergoing a process of rapid urbanization, in (1950) less than 30% of the world's population lived in cities and towns. The figure has now increased to over 50% and is expected to reach 60% by 2030. According to UNHCR (2012), almost half of the world's 10.5 refugees now reside in cities. As well as increasing in size, the urban refugees are also changing in composition. Initially, UNHCR registered young men who were capable in surviving in the city.

However, refugee women, children and older people are also found in urban areas. Refugees settle in urban areas to avoid dependence on rations, boredom, hopelessness, hardships and restrictions that prevail in the camps. They use their skill and pursue opportunities provided by greater economic resources, such as education for their children (Campbell, 2006).

Landau (2006) emphasizes that identity documents are key in enabling the refugees to access social services one of them being education. For example, to countries like In Thailand that are not a party to the convention the situation is different. Majority of the refugee in Thailand come from Iraq, Somalia, Iran, Vietnam, and many other countries. They arrive with a genuine passport but when it expires, they are considered illegal migrants. .As a result they are at constant risk of arrest and detention. In access to education, Thailand law allows all

children to enter government schools but is limited to only those that have Thailand nationality and the ability to speak in and learn in Thai thus discriminating the refugees from accessing schools (Thailand, 2011). In Pakistan, UNHCR has not been allowed to screen or register refugees living outside camps (Women commission, 2008). Krause-Vilmar (2011), highlights that urban refugees are excluded in admission process particularly when there are a limited amount of seats available so that nationals are usually selected over students with refugee status.

Another example of work to eliminate discrimination in all areas comes from South Africa, where it is a prevalent problem. After the end of apartheid in 1994, the education system remained extremely divided along racial lines. In order to combat this, the government enacted the South African Schools Act of 1997, which gave children the right to choose their school and prohibited the consideration of race in education. Curriculum 2005 was also a part of this, teaching new values of inclusion, equality and respect for diversity (UNESCO, 2006).

Dryden (2003), observed that access to education among refugees is largely determined by the setting in which the refugees lives. In this case, refugees living in urban settlement face unique problems of adapting to the new environment they live. Parental involvement in their children's education can be an obstacle to for their children to access education. According to Women Refugee Commission (2013), refugee's parents can enhance their livelihoods in several ways:

vocational and skills training, self-employment, small business development, microcredit schemes, job and apprenticeship placement programs, food-for-work programs, and agriculture. However, they only manage to earn small amount of money, which caters only for their basic needs.

Pavanello (2010), highlights that secondary education is expensive thus; few refugee children continue their education past primary level this is because refugee's parents just like other parents shoulder the burden of paying uniforms, school supplies, PTA funds, textbooks, transportation and meals (HRW,2002). These costs make it particularly difficult for urban refugee families to send children to school due to lack of a good income.

Dryden (2011) emphasizes that language as a means of instruction is very important in urban refugee students' access to education. They will therefore need to learn the language of the host country. Problems and difficulties to adjust to national curricula may aggravate the situation, particularly in the case of newly arriving refugees. In Syria education for refugee county file (2013), reports that Syrian refugees students who may want to enroll in schools are limited because most schools use Arabic as a language of instruction.

Access to education for refugees is limited and uneven across regions and settings of displacement particularly for girls and at secondary levels. Enrolment in primary schools globally is only 76% and drops dramatically to 36% at secondary levels (UNHCR, 2010).

In urban areas, education may play a particularly critical role for social integration or to help those coming from rural areas to garner the necessary skills to become economically competitive. UNHCR (2011), states that urban areas is a legitimate place for refugee to enjoy their rights , including those stemming from their status as refugees as well as those that they hold in common with all other human beings. Lobbers (2001), points out that refugee often show a tremendous determination to make the best out of a bad situation and to prepare for the day when they can resume a normal life. Education meets the criterion for inclusion by providing education that is accessible, free and compulsory. It also responds to diversity by meeting the differing circumstances and individual needs of all children by not excluding, discrimination or stereotype based on difference.

For refugees mothers, fathers and children the world over emphasize that education is the key to the future , that it will help bring peace to their countries that despite not knowing what will happen tomorrow education brings stability and hope (UNHCR, 2013).

Numerous push and pull factors influence refugees' preference to live in urban areas. Push factors from the camps include overcrowding, poor sanitation, lack of safety and lack of livelihood opportunities in the camp whereas pull factors include access to quality education and medical facilities, better living conditions and better opportunities for employment influence refugees' decision to live in the urban (UNHCR, 2009).

Beistern & Okello (2007), highlights that urban refugee have received little attention from researchers and policy-makers despite their accurately vulnerable status. Pavanello, Elhawary & Pantuliano (2010), adds that urban refugee suffer from limited access to education opportunities because of financial cost, discrimination, documentation, poor livelihood and language barriers.

According to (UNHCR, 2011) standards and indicator access to secondary education is determined by demand such as social perception of schools, strategies for school enrollment and attendance based on the direct and indirect cost of schools, and the role of children in households and family livelihoods.

Therefore, on entry to secondary schools urban refugee students are required to produce id documents and certificates detailing previous education which most of them lack due to displacement.

The new curriculum had three vital facets: the introduction of eight core subjects with values of non-racism, non-sexism and democracy; outcomes-based education; and a general commitment to providing a foundational education up until Grade 9 (De Waal, 2004). To introduce this new curriculum, the South African Constitution committed the government to a variety of diversity issues, including class, race, gender, language and age, through National Curriculum Statements (NCS). NCS also acknowledged the importance of indigenous beliefs and thought systems. Curriculum 2005 has generally been viewed as successful in addressing the major forms of exclusion in education, as well as raising awareness on racism. However, there have been challenges in implementing indigenous

knowledge systems and teaching in mother tongues. Since education had been so based in the apartheid system previously, the radical shift away from it was difficult to implement (De Waal, 2004). It has also been proven to be more effective in privileged schools, which is another limitation (UNESCO, 2006).

Equal access to quality education among some of the poor has constantly been affected by poverty. According to Welfare, Monitoring Survey (2012), poverty was estimated at 46% at rural areas while in urban areas at 29%. This difference in levels of income poses a challenge to access secondary education where children from poor families are more likely to be out of school than children from rich families.

Kenya is home to more than 400, 000 refugees whose numbers are on the increase (UNHCR, 2010). The biggest proportions of the refugees reside in the designated camps (Daadab and Kakuma) from where they receive attention from humanitarian actors. The number of refugees settling in urban areas has been on the increase with Nairobi being home to more than 46,000 (UNHCR, 2010). In the city the refugees hope to find opportunities for improved livelihood and alternative educational settings where their children can benefit from improved access to quality education (Karanja, 2010). This makes them a largely invisible population despite their significant need for protection and other help mechanisms.

Poverty and lack of parental support has led to low participation in secondary education, poor parents do not give much attention to education past primary level

(UNESCO, 2005). This is because they do not see the economic gain in it. The majority of urban refugees in Kenya are people of a poor socio-economic background who try to sustain a livelihood through business, petty trade, wage employment or being supported by charitable civil society and faith based organizations or remittances from relatives at home. However, 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, most refugees are fluent only in speaking their own language; however, most schools use the two national languages Kiswahili or English. This means that refugees have to adjust to a new curriculum and thus learning in a new language which some find too complicated to understand and have less support from their peers. This deters many to access secondary education for fear of how to communicate and socialize in schools.

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.

Secondary schools children in Kenya are required to produce birth certificate, school leaving certificate of last class attended while some schools ask for transfer letters, which is usually difficult for refugees as most of them fled their countries in conditions of emergency and thus were unable to readily access secondary education (UNHCR, 2011).

Access to secondary schools among refugees is also limited due to cost of education. Secondary schools in Kenya are expensive especially the national schools and only 100 students will move into them (Oketch & Somerset, 2010). This is because most of them tend to be boarding schools so there are additionally cost of room and board. The provincial and the district schools are affordable to people who are earning a good source of income. Most refugees' parents in Nairobi they work as day laborers and also within their own communities due to lack of license permit (Brown et al. 2005). Those who own business have registered in the names of fellow refugees with alien identification documents or in convenient partnership with Kenya. Such an arrangement comes with a cost and this barely constitutes an enjoyment of their right (United Nation International Children's Fund, 2003). This lack of good income creates a situation in which many refugees are barely able to survive and thus it becomes hard to afford secondary education. Those who are able to get employment in the informal sector constantly live in fear of harassment and extortion from local authorities.

Post primary education is a cornerstone of the global EFA movement in the lead up to 2015, and has been identified as one of the central strategy in addressing the global crisis of learning that afflicts developing countries (Robinson, 2011), but still it remains difficult for refugees to access secondary education to the above issues.

1.2 Statement of the problem

One of the greatest challenges that 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 education.

In a report on UNHCR education strategy 2012-2016 UNHCR (2012) emphasizes on the provision of quality education to improve education access and learning achievement among refugee children. This aims at developing refugees' skills and capacity to contribute positively to their communities both in protracted settings and in post-conflict reconstruction. In this regard, there is need for to promote secondary education for urban refugees for Kenya to be able to achieve this goal.

Kamukunji district has high number of urban refugees attending public primary school accounting for 2,235 refugees (Nairobi city council 2013). This leads to an increased demand for secondary education in the district. However, very few are able to access education past primary level in the same area due to increased cost of education, poor living condition for parents and guardians and missing required

certification documents for admission in public secondary schools. In this regards, the study sought to investigate school-based factors influencing urban refugee students' access to secondary education in Kamukunji district, Nairobi County.

1.3 Purpose of the study

The purpose of the study was to investigate school-based factors influencing urban refugee students' access to secondary education in Kamukunji district in Nairobi county.

1.4 Objectives of the study

The objectives of the study were:

- i To determine how the language of instruction in schools influences urban refugee access to secondary education in Kamukunji district in Nairobi County.
- ii To establish the role of living conditions of urban refugee on education accessing secondary education in Kamukunji district in Nairobi County.
- iii To establish how cost of education influences urban refugee access to secondary school in Kamukunji district in Nairobi County.
- iv To identify the extent to which certification regulation by the Government of Kenya influence refugee access to secondary education in Kamukunji district in Nairobi County.

1.5 Research questions

The following research questions guided this study.

- i To what extent does the language of instruction influence urban refugee students from accessing to secondary education in Kamukunji district?
- ii How does living conditions influence urban refugee from accessing secondary education in Kamukunji district?
- iii How does the cost of education influence access for urban refugee secondary education in Kamukunji district?
- iv To what extent does certification regulation by the Government of Kenya influence refugee access to secondary education in Kamukunji district in Nairobi County?

1.6 Significance of the study

The findings of this study would be of paramount importance to the government because it would be able to assist the most vulnerable individuals with financial assistance by giving scholarship programs to refugee in an effort to encourage them to continue with secondary education.

Policy makers would also benefit from the research findings on factors that need address to enable urban refugee's students to access secondary education. They may be able to mobilize donor funds to ensure that the refugee students do not miss school due to lack of school fees.

The outcome of this study would be of great significance to school administrators. They may be able to give refugee students' time to acquire the legal documents needed in order that they can be able to the admission documents. It would also encourage them to provide remedial English classes for refugees to avoid them missing out school due to language of instruction challenges.

1.7 Limitation of the study

The researcher sought to gather information from urban refugee students. The refugees prefer to remain anonymous due to security reasons. This is due to fear of exposing themselves to the authorities, since many of them are in urban areas without proper legal documents. To take care of this, the researcher assured the respondents that the information gathered was for research purpose only.

1.8 Delimitation of the study

The study limited itself to school-based factors influencing urban refugee student's access to secondary education in Kamukunji district in Nairobi County. According to County Director of Education office in Nairobi (2014), Nairobi has a total number of 79 public secondary schools. However, the study was conducted in 7 public secondary schools in Kamukunji district which is a 100% representation. The respondents were the school principals and refugees students.

1.9 Research Assumptions

The study was based on the following assumptions:

- i. The refugee respondents may be honest and give accurate answer
- ii. That schools with refugee students are available and able to give responses
- iii. Secondary schools with urban refugees in Kamukunji keep accurate and reliable records on cost incurred in secondary schools.

1.10 Definition of significant terms

Access refers to opportunities available for children to enter and complete the education process

Emergency refers to an acute, difficult life threatening situation involving a large number of people such as armed conflict, displacement, natural disasters or any crisis situation that overwhelms the capacity of a society to cope using its own resource.

Hosting country refers to nation in which individuals or organizations from other countries or states are staying.

Refugee refers to someone who has been forced to flee his or her country because of persecution, war, or violence. He or she has a well-founded fear of persecution

for reasons of race, religion, nationality, political opinion or membership in a particular social group.

Urban refugee refers to a refugee who has decided or was obliged to settle in urban areas of the country where he or she finds an asylum rather than in a camp-based settlement.

Urbanization refers to the increasing number of people that live in urban areas.

1.11 Organization of the study

The study was divided into five chapters. Chapter one deals with introduction to the study which comprised of the background to the study , statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study, basic assumptions of the study and definition of significant terms as used in the study.

Chapter two covers literature review related to the study and finally theoretical and conceptual framework.

Chapter three focuses on the research methodology that was used to undertake this study. This includes research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection and data analysis techniques.

Chapter four consists of data analysis and discussion of the findings. Chapter five consists of summary of the findings, the conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review relating to school based factors influencing urban refugee access to secondary education such as urban language of instruction as a barrier to education, how living conditions affect urban refugee access to education, how cost of education influences urban refugee access to education and lastly how Kenya certification policy on education influence urban refugee access to secondary education. The study also presented the summary of literature review as well as the theoretical and conceptual framework.

2.2 Urban refugee in Kenya

The traditional image of refugee living in overcrowded tented camps is gradually changing. In reality, half of the world refugees live in urban areas. Nairobi is home to tens of thousands of refugees who fled war, conflict and personal persecution. Somali and Ethiopian mainly live in the area of Eastleigh where the rents dramatically increased in spite of the very precarious housing conditions. Other refugees especially Sudanese are settled in cheaper areas such as Dagorreti, Githurai, Umoja and Ruiru. They choose the city over a camp in the hope they will find safety and more economic opportunity, but too often they are victims of harassment, assault, and dire poverty (UNHCR, 2012).

Their reasons for living in Nairobi rather than a refugee camp are numerous. Some hope for more job prospects, or might have friends or family in the city that can provide assistance. They may have left a refugee camp because it lacked education opportunities or adequate medical care, violence in the camps or discrimination at the hands of other refugee or local authorities (UNHCR, 2011). Interestingly, the UNHCR database indicates that very few refugees – less than 10 per cent of the total – currently approach the Branch Office in Nairobi after being registered in one of the camps. This figure contradicts the long and widely held assumption that most Somalis make use of Dadaab as a ‘staging post’ while on their way to the capital city. It also challenges the myth that by providing greater protection and access to services in Nairobi, refugees will flood from the camps to the city.

Documentation is often the foundation of protection for refugees residing in urban areas, and Nairobi is no exception in that respect. Refugees in the city who are able to demonstrate their identity and legal status are generally best placed to avoid arrest, detention, abuse and exploitation, and to gain access to schools, clinics and livelihoods opportunities.

However, as the refugees move from the camps into urban centers they create additional pressure on the available resources and compete with their counterparts as well locals for access to basic services such as housing, health and education (UNHCR, 2009). They also experience harassment, discrimination and insecurity (Campbell, 2006). Ultimately, the urban refugees live deprived lives

with limited access to basic social services, including the education for their children.

2.3 Language of instruction in relation to urban refugee access to secondary education.

Education is a basic human right many children end up missing it because they feel the mode of instruction used in schools is too complicated for them to understand. When refugees move to a new country, they do not only have to adapt to a new culture far from family and friends, but also often to a new language. Dryden (2011) notes that in entering the new education system that may not acknowledge refugee children's past education, students often also have to adjust to learning in a new language. Urban refugee students are often unfamiliar with the language of instruction, also called "academic English". For example they may be able to talk about the causes of war but may be at a loss when asked about to "list the factors" that brought about a war (Allen, 2002). Bonfiglio (2010), highlights that learning a language can help ease identity problems, allowing refugees to make new friends and alleviating societal isolation. Deem and Marshall (1980), suggested the use of a language experience approach, which draws on the students personal experiences to teach and increase vocabulary and reading /writing capabilities. This approach allows students to draw from their strengths and knowledge to acquire new information.

2.4 Effect of poor living conditions with regards to urban refugee access to secondary education

Nairobi has a population of some 3.5 million and is growing rapidly as a result of high birth rates and large-scale rural-to-urban migration. Around 40 per cent of the population is unemployed, 50 per cent live below the poverty line and 60 per cent live in slums. Many of these people are obliged to eke out a living in the informal sector of the economy.

In recent years, Nairobi has also become a magnet for people originating from the Horn of Africa and Great Lakes region, some of whom intend to remain there while others plan to earn the money required to finance their onward movement to South Africa. The labor and livelihoods market in the city is consequently a highly competitive one for nationals and foreigners alike, making it difficult for UNHCR to realize its urban policy objective of promoting refugee self-reliance. According to (UNMDG, 2013), household poverty is the single most important factor keeping children out of school. Many refugees settle in urban areas based on the assessment that this will make relatively better off than the lives at the camps. However, the situation is more less the same because in urban areas the high cost of living in cities, lack of financial resource may make children not to continue with secondary education in order to work and support the family. In most cases the older children are forced to terminate education after primary level or drop out of school so that they can go and work. Therefore, secondary

education becomes low on the list of priorities for refugees due to economic survival and poor children returns to school cost (Save the children, 2008).

Wagacha & Guiney (2008), states that the livelihoods of urban refugee are diverse and include work in the informal sector as laborers, running small business and reliance on overseas remittances and community support networks. According to Refugee Consortium Kenya data, 21% of the refugees in urban areas are employed while 43% are self-employed and 36% depend on remittances from relatives living abroad. Access to employment is determined by refugee status. Without legal documents most of host government resists refugees to work thus impeding the full capabilities and assets of refugees. Though Egypt is a signatory to (1951) UN Convention relating to the status of refugees the government does not recognize the right of refugees to work as outlined in the convention they can only work legally with a permit.

Some of the refugees who have taken up residence in Nairobi have academic or vocational qualifications that were gained in their country of origin, while others have been able to attain diplomas and degrees since arriving in Kenya. Finding employment in the formal sector is very difficult, however, and is an option that is only open to those refugees who are able to obtain a Class M work permit, which, if it can be attained at all, comes at a cost of some \$750. UNHCR should continue to advocate on this issue, making the case for work permits to be granted more easily and cheaply under the Refugee Act regulations.

Refugee self-reliance could also be boosted by facilitating freedom of movement. This is an especially important consideration for the Somalis, “transnational nomads” who, both historically and even more so since the collapse of their state in the early 1990s, have used mobility, migration and cross-border trade as a means of survival in difficult circumstances.

In Nairobi the situation is the same thus pushing many refugees parents to engage in some informal work where they earn very little money which can only be used to cater for basic needs and since the cost of secondary education is high most of them do not have access to it. Children living in poverty often have higher opportunity costs to attending school, meaning that what they give up in time and labor makes school relatively more expensive. These costs can exclude them from education. Often children in poverty, especially girls, have different livelihood conditions than richer children. They take on more household tasks such as fetching water and firewood and looking after younger siblings. This explains why the number of girls is lower in secondary schools than boys.

2.5 Impact of cost of education in relation to urban refugee access to secondary education.

Cost is the most often cited factor that affects ability of families to educate their children. Despite the universalization of primary education, countries need to expand access to secondary education significantly to respond to the rapidly changing knowledge based society (Campbell, 2006). The cost of secondary education has escalated due to high indirect costs imposed by schools, many

schools of which disregard the fee guidelines set by the MOE. Failure to pay the required school fees most of the students are being sent home to collect the fees something that accounts for irregular school attendance among poor students. According to the Basic Education Act 29 (2013), states that no public school shall charge or cause any parent guardian to pay tuition fees for on behalf of any pupil in the school, but tuition fees payable by persons who are not Kenyan citizen. However, while some areas welcome refugees' children, in other areas they request an admission fee often in form of a bribe for the headmaster who would often find excuse not to admit refugee children (world refugee survey, 2009 and study data).

Like Kenyan parents, refugee parents and guardians whose children have access to secondary education must shoulder the burden of providing school related materials including uniforms. (UNHCR, 2007) however, the precarious economic situations of many refugees in Nairobi make it difficult for many of them to support their children education even when access is available (Wagacha and Guiney 2008).

2.6 Kenya education certification policy influence on urban refugee's access to secondary education

In light of the encampment policy, however, Nairobi's refugees live in legal limbo. From the perspective of the Government, urban refugees technically do not—or should not—exist, though their neighborhoods are well known to all. They largely do not qualify for protection and assistance, yet hundreds of refugees

approach UNHCR Branch Office Nairobi and the Ministry of Home Affairs (MOHA) Refugee Secretariat weekly to attempt to access protection services. In fact, each refugee nationality has its own designated day to access UNHCR without a prior appointment. Still, no clearly defined urban refugee policy has ever been developed. Without a clear definition of what constitutes an urban refugee, it is difficult to develop effective policies and practices aimed at addressing their needs. The Legal Status of Urban Refugees in Nairobi

In the absence of specific national legislation, refugees are subjected to the sometimes conflicting operation of the 1967 Immigration Act and the 1973 Aliens Restriction Act, certain internationally recognized principles of refugee law, such as non refoulement, and certain ad hoc principles developed over the years (UNHCR Nairobi, 2003). Due to the encampment policy, urban refugees have never been systematically registered, since they are largely ineligible for assistance outside the camp and theoretically do not exist. This lack of legal protection in Nairobi means that most refugees are obliged to return temporarily to the camps during population counts to register with UNHCR so as to keep their legal attachment to the refugee regime. Government authorities regularly make statements highlighting the illegality of urban refugees in the local press or at events relating to refugee protection. Official statements ordering urban refugees to return to the camps or face the consequences are also often found posted in public places. These threats sometimes followed up by police sweeps and mass arrests of refugees. In return they often fear joining secondary school for fear of being recognized. Displacement frequently results in the loss of identity

documents without which refugees may be unable to enroll and access education in host countries. Cap149 of the Kenyan Constitution (2010) says that for the purpose of admission to a basic education institution, the age of a child shall be determined on the basis of the birth certificate issued on accordance with the provisions of birth and death registration Act,. However, no child shall be denied admission in a school or basic education institution for lack of proof of age. Burton and Guiney (2008), states that Refugees' families need official documentation to ensure that their children can access the education system, for example a form of identification for the Childs guardian or parent and the child's birth certificate and the certificate of the previous school.

2.7 Summary of literature review

Reviewed literature indicates that access to education among refugees is influenced by many factors. Njue (2013), did a study on factors that influence access and participation of refugee girls in primary education. She focused on family factors such as socio-economic status, race/ ethnicity, single parent families and availability of schools for the near schools. She also looked at school factors like language of instruction and financial cost of education. Mulinge (2013) also did a study on factors influencing urban refugee access to primary education. These factors continue to cause inaccessibility and low retention among urban refugee children in secondary school in Nairobi County Kenya. The school factors that have been identified are, school documents for example school leaving certificate of the previous school or birth certificate which most of the

time the refugees do not have. As agreed by Wagacha and Guiney (2008), majority of refugee parents are not employed and those who are earn very little which caters only for the basic needs, others consider working than joining secondary school to help raise the other siblings. Pavanello (2010) indicates that students also are required to pay their own school supplies including stationary, transport cost and uniforms. Urban refugee students cannot afford these costs considering their low levels of income. The study hopes to fill the gap on the above challenges that affect access to secondary school among refugees who despite getting access to primary education hardly manage to transit to secondary education.

2.8 Theoretical framework

The study was guided by the Human Rights theory which was adopted by the United Nations General Assembly (1948). The theorists indicate that all human beings have rights which are inalienable, meaning rights should not be denied to rights' holders. Education is a right to all children of school going age hence should be accessible. Human rights are universal and non-discriminatory and should not be influenced by sex, ethnicity, nationality, gender. Right based theorist see education in emergencies as a human right, a right that cannot be taken away even during crisis. It uses education as a key ingredient in peace building strategies. Further the theory acknowledges that the right to education is the right of every person, regardless of the circumstances in which he/she is in.

Therefore, even when the refugees move to urban areas education should be provided to them without any form of discrimination.

Among these human rights principles are: universality and inalienability; indivisibility; inter-dependence and inter-relatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law.

- Universality and inalienability: Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The human person in whom they inhere cannot voluntarily give them up. Nor can others take them away from him or her.
- Indivisibility: Human rights are indivisible. Whether of a civil, cultural, economic, political or social nature, they are all inherent to the dignity of every human person. Consequently, they all have equal status as rights, and cannot be ranked, a priori, in a hierarchical order.
- Inter-dependence and Inter-relatedness. The realization of one right often depends, wholly or in part, upon the realization of others. For instance, realization of the right to health may depend, in certain circumstances, on realization of the right to education or of the right to information.
- Equality and Non-discrimination: All individuals are equal as human beings and by virtue of the inherent dignity of each human person. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion,

political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies.

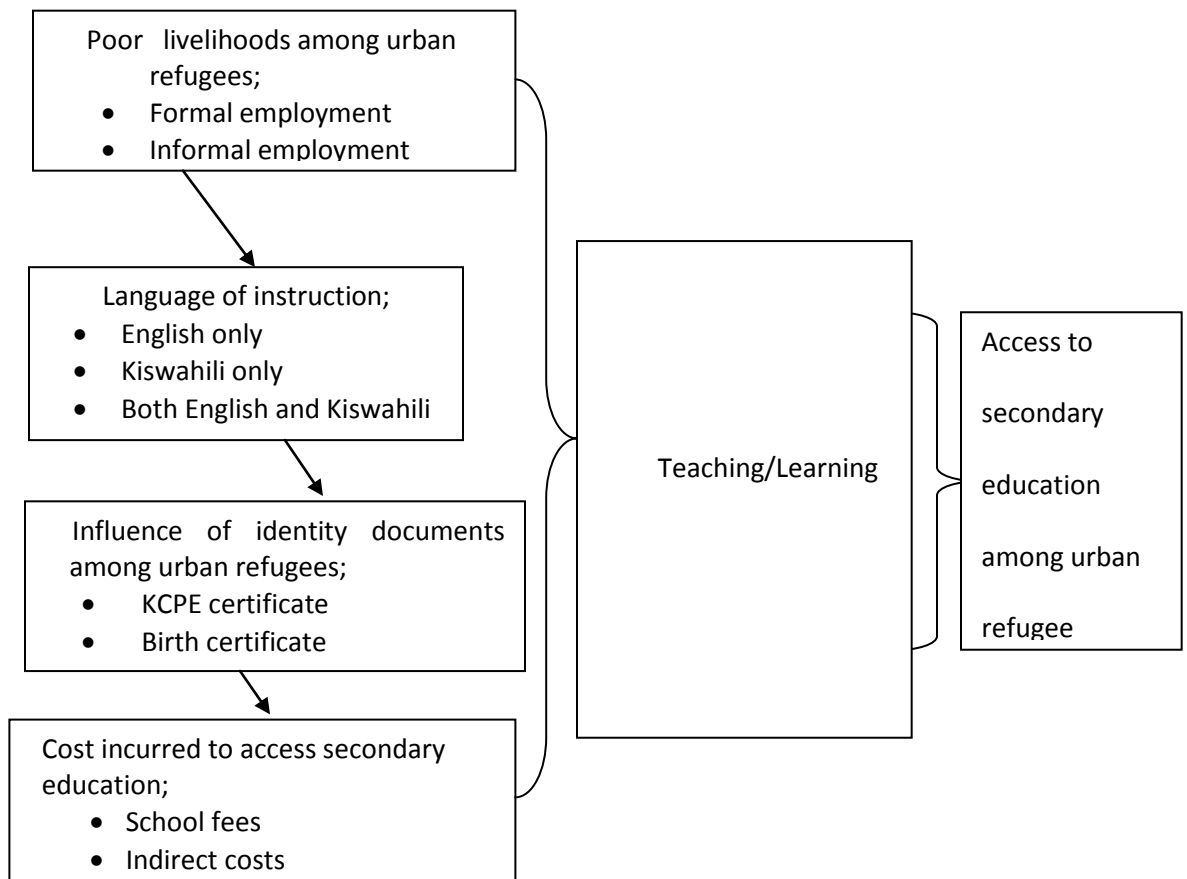
- **Participation and Inclusion:** Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized.
- **Accountability and Rule of Law:** States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law.

The rights based approach was relevant to this study as it focuses on education at all levels in this case the secondary education among refugees and emphasis that education should be accessible to all children even among the urban refugees. Moreover, the approach is concerned with the conformity with international law, national laws and how to keep check on the government who are the prime duty bearers with support from international community as needed so that they do not change their commitment to providing education to all.

2.9 Conceptual framework

Figure 2.1 represents the conceptual framework.

Figure 2.1 School based factors influencing access to secondary education among urban refugees.



The conceptual framework of the study is based on the fact that school based factors influence urban refugee student access to public secondary school. These factors include language of instruction as a barrier to education, poor living conditions among refugee, cost of education and lastly Kenya certification policy on education in urban areas.

If these factors are looked into and remedial measures taken there is likely to be increased access of urban refugee to public secondary schools. This will result into increased enrollment, enhance attendance and increase transition rate to higher education of urban refugee in public secondary schools in Nairobi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher has focused on the methodology used in the study. The section covers the research design, the target population, sample size and sampling procedure, research instruments, instrument validity , reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The study employed descriptive survey design. The choice of this design was based on the fact that the purpose of the study was to explore school based factors influencing urban refugee access to secondary school in Kamukunji District Nairobi County. Best and Khan (2008), indicated that descriptive survey design is defined as a systematic description of the factors and characteristics of a given phenomenon accurately and objectively and can be used to describe the nature of existing conditions and determine the relationship between specific event that has influenced or affected by the present condition. It is from this nature of the design that the study examined the existing factors influencing urban refugee access into public secondary school in Kamukunji district Nairobi County.

3.3 Target Population

Roger Sapsford (2007) defines population as the entire set of objects (often people) which we wish to speak about and make generalizations. Mugenda and Mugenda (2003) add that target population is the population to which a researcher wants to generalize results of a study. There are seven public secondary schools with a total number of 400 of refugees students. Therefore, the target population for this study was 7 school principals, and 196 refugee students in the seven schools.

3.4 Sample Size and Sampling procedure

Mugenda and Mugenda (2003) stipulate that when the sample size is large it is considered as adequate and quite representative. Simple random sampling was used to get the required sample size for all the refugee students. In a case of a school having more than one stream simple random procedure was used to select the urban refugee students. The names of the students were written on a piece of paper, folded and placed in an empty container. One piece of paper was randomly drawn from the container bearing the name of the student who participated in the study. To sample the school principals' purposive sampling was used because they are in close contact with the students and they are at a better place to give information regarding the urban refugee. The Krejcie (1970) model adapted by Morgan (1990), as indicated in Appendix IV was used to determine the size at 95% confidence level. From this the total number of the respondents was as indicated in table 3.2

Table 3.2: Adopted sample size

Category	Population	Sample size
Refugee	400	196
Principals	7	7
Total	407	203

3.5 Research Instruments

The instruments of data collection for this study were questionnaire for students and interview schedules for the school principal. Through questionnaires the participants freely expressed themselves (Mugenda and Mugenda, 2003).

Interview Schedules were administered to secondary school principals. According to Orodho (2008), interviews allow more detailed information about personal feelings, perceptions and opinions. They allow more detailed information to be asked hence the reason for selection as a research instrument.

The instruments assisted the researcher to gather information on school based factors influencing urban refugees' access to public secondary schools in Kamukunji district Nairobi County.

3.6 Validity of the Instrument

The study used content validity to show whether the items represented the content that the test was designed to measure (Mugenda & Mugenda, 2003). This study used content validity which is a measure to which data collected using a particular instrument represent a specific domain of indicators or content of a particular concept. In order to ensure that all the items used in the questionnaire were consistent and valid the instruments were subjected to scrutiny and review with the assistance of the researcher's supervisors with a view to proving their validity.

3.7 Instrument Reliability

Kombo and Tromp (2006) define reliability as a measure to which a researcher instrument yields consistent results or data after repeated trials.

Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher employed the test-retest technique. This involved administering the test to one appropriate group selected randomly. After two weeks, the same test was administered to the same group. The two sets of score were regressed using the Pearson Product Moment correlation formula, to determine the correlation coefficient (r) between the two sets of scores.

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

Where x = first of scores; y =second set of scores; $\sum x$ =sum of the first set of scores; $\sum y$ = the sum of the second set of scores; $\sum x^2$ =the sum of square of first set of scores; $\sum y^2$ =the sum of square second scores; $\sum xy$ = the sum of cross product of x and y and n = the total number of respondents. A correlation coefficient of 0.8 was established. According to Mugenda and Mugenda (2003), reliability coefficient above +0.6 is satisfactory for instrument reliability.

3.8 Data Collection Procedures

The researcher sought a permit from National Council for Science and Technology Innovation (NACOSTI) before embarking on the study. The researcher then made a courtesy call to the County Director of Education and the County Commissioner, Nairobi and explained his intention to carry out the research. The researcher then made appointments with public secondary principals. On arrival at the schools on the agreed dates, the researcher created rapport with the principal and explained the purpose of the study and the administered the research instrument to them.

The respondents were assured that strict confidentiality would be maintained in dealing with their identity. The researcher personally administered the instrument to the respondent and then collected the questionnaires immediately after had been filled.

3.9 Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize, and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after checking out whether all questions have been filled in correctly. Quantitative data was analyzed using descriptive statistics by employing Statistical Package for Social Sciences (SPSS) and the results were presented using tables, pie charts and percentages to make meaningful conclusions. This was deemed to be easy in interpretation and convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and the data analysis of instrument that could not be quantified.

3.10 Ethical considerations

The study sought to obtain both personal and general information on the prior history of the urban refugees in Kamukunji district. This information is sensitive and therefore the researcher assured the respondents that the information was to be treated with confidentiality. The instruments were self administered and not required to indicate persona information that could reveal the participants identity for confidentiality assurance.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and findings of the study. The general objective of the study was to determine school based factors that influence urban refugee access to secondary schools in Kamukunji district, Nairobi county. The analysis proceeds according to the specific objectives as explored by the study's questionnaire and interview schedule i.e. the language of instruction, the role of living conditions, the cost of education and the certification regulations by the Government of Kenya influence urban refugee access to secondary education in Kamukunji district, Nairobi county.

4.2 Questionnaire and Interview Schedule return rate

The return rate was as provided in Table 4.1.

Table 4.1 Questionnaires and Interview Schedule return rate

Category	Sampled		
	population	Returned	Percentage
Urban refugee students' questionnaires	196	196	100
Secondary School Principals' interview schedules	7	7	100
Total	203	203	100

As illustrated in Table 4.1, the researcher sent out 196 questionnaires and received back the 196 representing 100% return rate. This was facilitated by the fact the researcher gave the questionnaire and requested the respondent to fill it immediately and prior arrangement was made through the principal's office on when the students could be available. The researcher also sent out seven requests for interview schedules for principals in the seven public schools and seven were honored representing a 100% return rate and therefore provided the researcher with adequate data for analysis, discussion and for presentation.

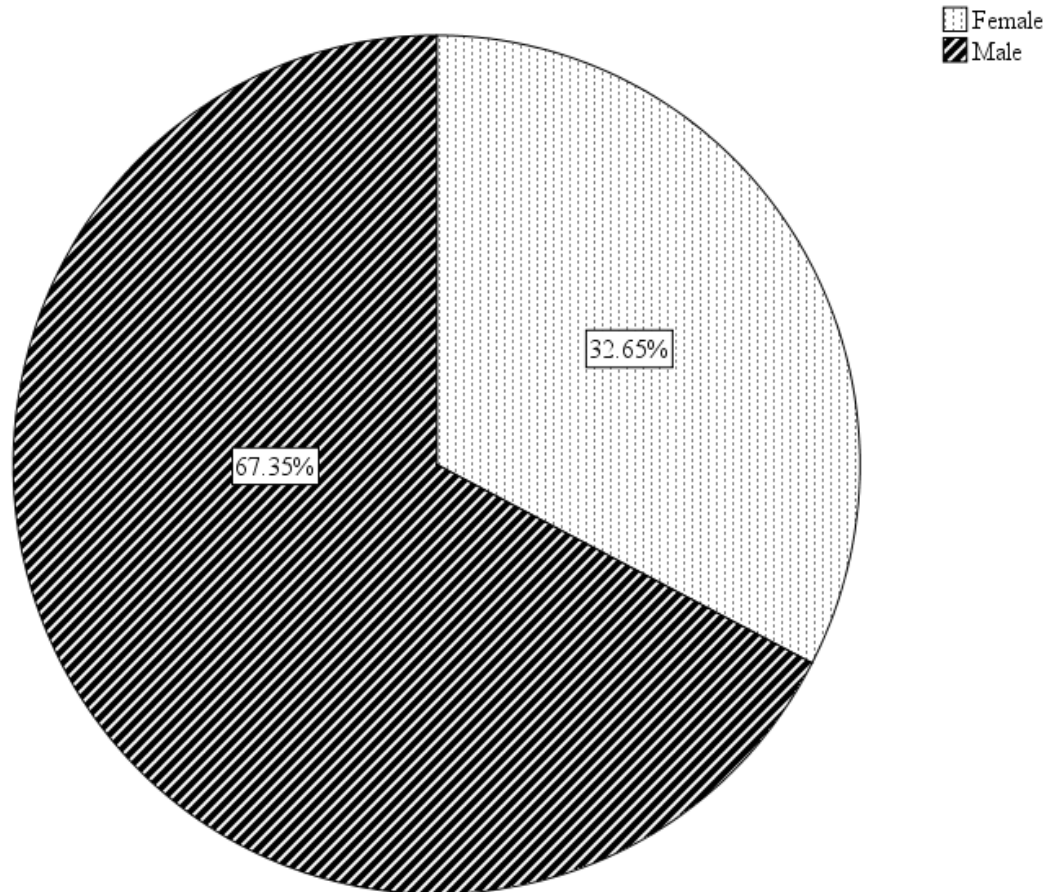
4.3 Demographic information of the respondents

The study sought to find out the demographic information of the respondents to help in the discussion on the fair presentation of the findings. The study classified the respondents in terms of their gender, age bracket and the class that they were in.

4.3.1 Gender composition of the respondents

The student gender distribution was important to the study to establish the distribution of urban refugee secondary school students in the district. The researcher sought to know the distribution of students by gender and the findings were as represented in Figure 4.1.

Figure 4.1 Gender composition of the students



As illustrated in Figure 4.1, majority of the respondents were boys represented by 67.35% which is accounted for by 132 respondents. Girls' respondents were 64 which is equivalent to 32.65% of the total urban refugee students who participated in the study. This was explained by the fact that there was only one girls' school in the district, one mixed secondary school while the rest five schools were boys' secondary schools.

4.3.2 Urban refugee age bracket

The study sought to group the respondents in three age brackets as below 14 years, between 14 and 17 years and above 17 years. This was aimed at getting the urban refugees who are under age and are in secondary education, those in the normal age group for Kenyan secondary education and those above the ideal age group for secondary education. The findings were as presented in Table 4.2.

Table 4.2 Student age brackets

Age Bracket	Frequency	Percent
Below 14 Yrs	0	0.00
14-17 Yrs	150	76.53
Above 17 Yrs	46	23.47
Total	196	100.00

As presented in Table 4.2, majority of the urban refugees age between 14 and 17 years which is the ideal age for the Kenyan secondary school students. This is a high presentation of 150 respondents taking 76.53% of the total respondents. Those who are above 17 years were 46 students accounting for 23.47% of the total respondents. This figure demonstrated that they either went to school late or there was repetition in the classes hence demonstrating some wastage. There was no respondent who was under age.

4.3.3 Class of the urban refugees students

The study sought to classify the respondents in the class they were in as either form one, two, three or four. This was important so as to establish that there was a clear presentation from every class to avoid biasness. The response was as indicated in Table 4.3.

Table 4.3 Class of the respondents

Class	Frequency	Percent
Form 1	55	28.06
Form 2	62	31.63
Form 3	40	20.41
Form 4	39	19.90
Total	196	100.00

As illustrated in Table 4.3, 55 respondents representing a 28.06% were form ones, 62 respondents accounting for 31.63% came from form two, 40 students which was a 20.41% were form threes and the rest 39 respondents which is a 19.90% were form fours.

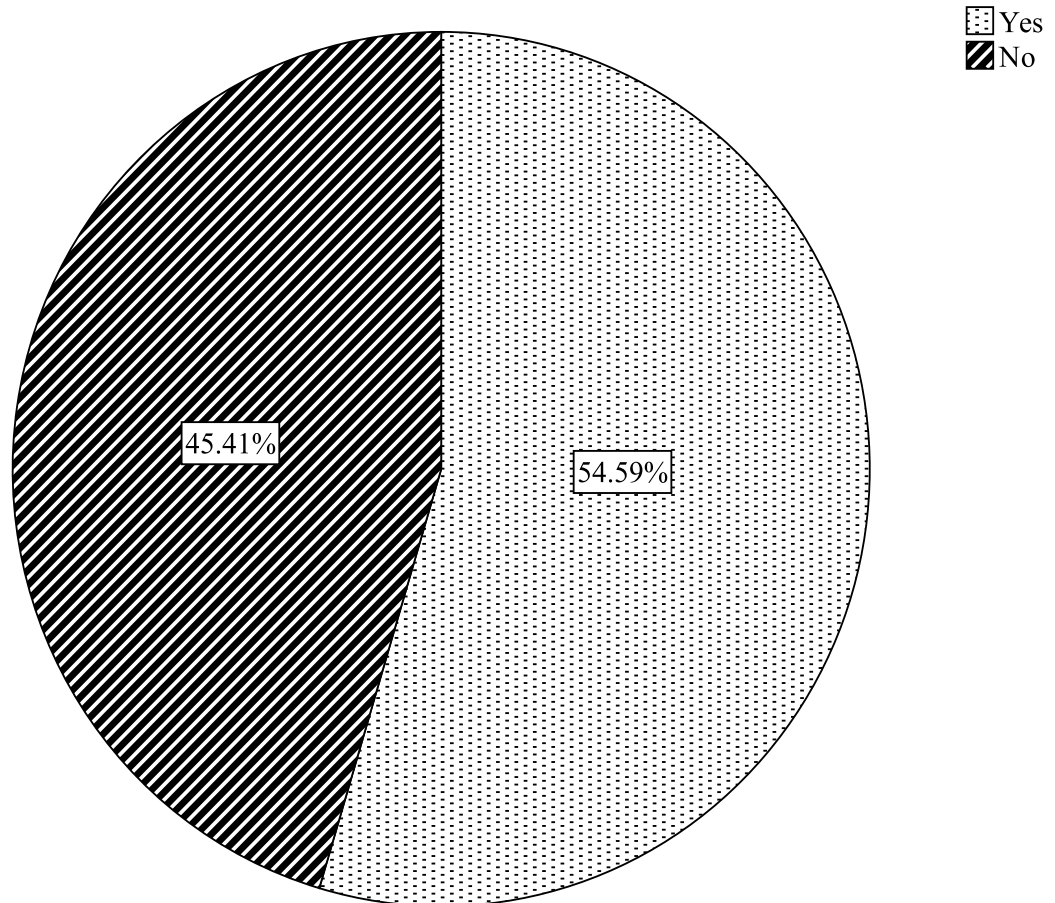
This illustrates that the study got feedback from all the classes in a fair distribution hence reduced biasness. The study therefore established that as entailed in Equality and Human Rights Commission (2010), there was no discrimination in the schools and the urban refugees were fairly distributed in the four classes. There was therefore a clear base from the findings to establish the

specific school based factors that influence urban refugees' access to public secondary education.

4.4 Urban refugees' absenteeism in secondary school education

The respondents were asked whether they miss to go school sometimes and if they miss, then what was the reason behind it. The urban refugee students were to indicate the reasons as lack of school fees, if the school that they were called failed to admit them or if they did not have some of the school admission documents as required by the ministry of education. This was important so that the study can identify the extent to which urban refugees miss to access secondary education. The response on whether they miss school was as indicated in Figure 4.2.

Figure 4.2 Urban refugees' absenteeism in secondary school



Majority of the urban refugee secondary school students in the study, represented by 107 respondents which is a 54.59% of the participants miss school because of one reason or another. However, 45.41% of the respondents indicated that they do not miss school often

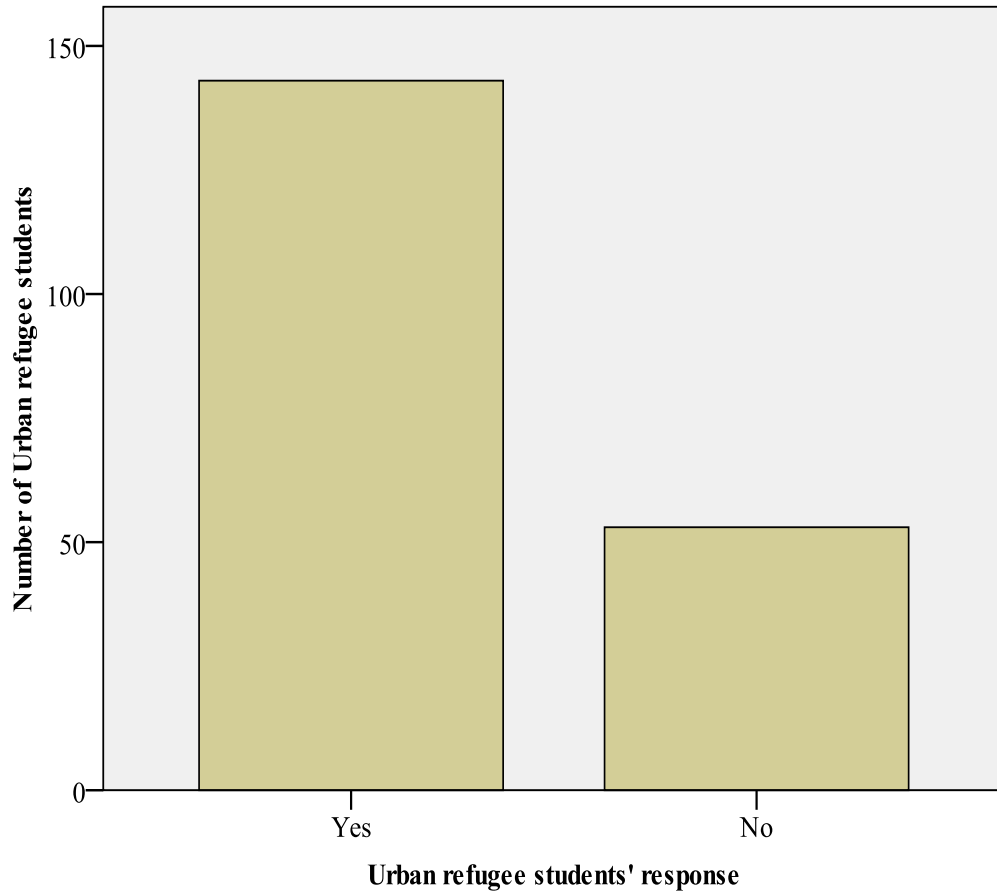
The study established that majority miss school because of the underlying reasons. This was essential so as to identify if the school based factors have any

influence on them missing school due to poor living conditions, missing relevant admission documents, lack of school fees or influence by the language of instruction.

4.4.1 Urban refugee students missing school due lack of school fees

In the objective aimed at establishing how the cost of education influence urban refugee access to secondary education, the researcher sought to know if the respondents were sent home sometimes due to un cleared or lack of school fees. This was important to identify the impact of school fees as a factor to consider in cost of education to urban refugee students' access to education. The respondents gave their responses as illustrated in Figure 4.3.

Figure 4.3 Impact of school fees cost on access to education



From the illustration in Figure 4.3, it is clear that cost is significant barrier to access secondary school for urban refugee students.

The barrier of cost, not surprisingly, has a disproportionate effect on children living in poverty. This is because most of the refugee's parents do not have good source of income as most are in the informal sector of employment. Around 143 respondents, accounting for over 73% indicated that they were sent home at some

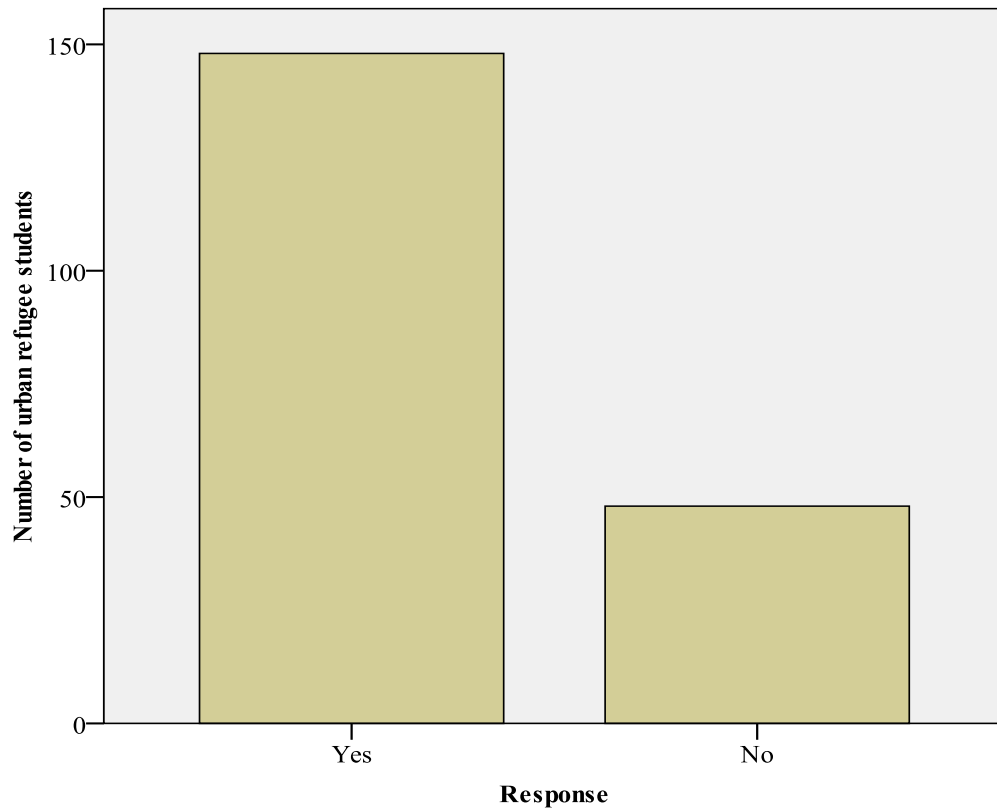
point to collect school fees. However, 53 respondents representing a 27% indicated that they had not been sent home to collect school fees.

The findings in this study are in line with the finding on hidden and exposed: urban refugees in Nairobi Pavanelo (2010) that indicated that secondary education is expensive therefore few refugee children continue with education past primary level. Failure to pay the required school fees majority of the urban refugee students are sent home to collect the fee accounting irregular school attendance.

4.4.2 Possession of school documents required to join secondary school education

The study also found it vital to determine the extent to which certification regulation by the Government of Kenya influence urban refugee access to secondary education. In this regard, the study sought to establish if the urban refugee students possessed the necessary for admission to secondary school education. These are documents include birth certificate, Kenya Certificate of Primary Education certificate among others. The respondents' feedback was presented in Figure 4.4.

Figure 4.4 Possession of school documents required for admission to secondary school



As illustrated in Figure 4.4, 148 respondents indicated that they possess important school documents that are necessary for their admission in Kenya Secondary schools. This is a big presentation of over 75.5% of the total respondents. Among the respondents, 48 indicated that they did not have the necessary documents that are vital for their admission, representing a 24.5% of the total respondents. In an interview by the principals of the seven participant school, they indicated that on admission the students had the required certification but they could not confirm their authenticity.

The study findings agreed that school documents required to join secondary school influenced access of urban refugee students into school greatly. According to Landau (2006), documentation is often the foundation of protection for refugees residing in urban areas, and Nairobi is no exception in that respect. Refugees in the city who are able to demonstrate their identity and legal status are generally best placed to avoid arrest, detention, abuse and exploitation, and to gain access to schools, clinics and livelihoods opportunities. This explains the reason for the significant number who did not possess these documents.

4.4.3 Reasons for Absenteeism among the urban refugee students

The study classified the reasons for absenteeism in three categories; lack of school fees, missing admission to secondary education and missing some documentation that are required for admission. When the respondents were asked on the reason why they miss school sometimes, the response was as indicated in Table 4.4.

Table 4.4 Reason for Absenteeism among the urban refugees

Lack of school fees

Response	Frequency	Valid Percent
Yes	91	85.05
No	16	14.95
Total	107	100.00

Missing admission in secondary school

Response	Frequency	Valid Percent
Yes	67	62.62
No	40	37.38
Total	107	100.00

Lack of some school documents

Response	Frequency	Valid Percent
Yes	63	58.88
No	44	41.12
Total	107	100.00

As presented in Table 4.4, lack of school fees had the majority of the respondents taking 91 students which is a 85.05% of the respondents who miss secondary education. When requested whether they miss admission to secondary education, 67 respondents, accounting for 62.62% said they miss school for that reason. Lack

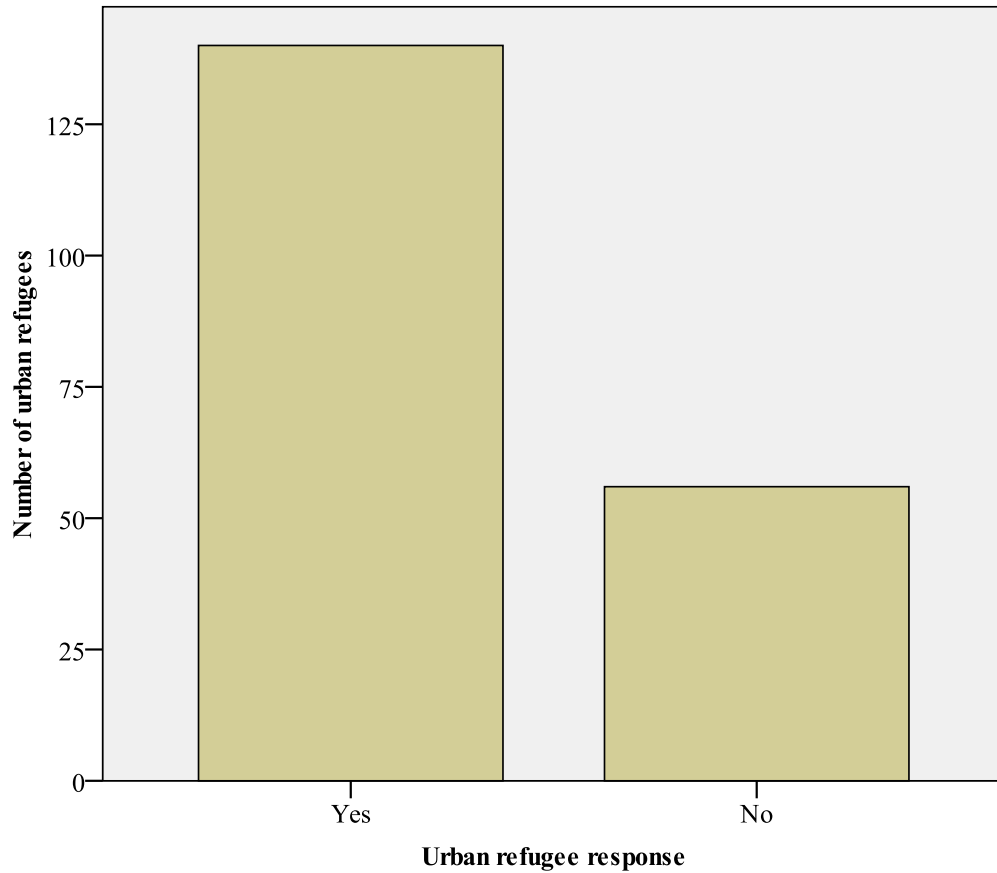
of some school documents also accounted for 63 respondents which is a 58.88% meaning that a big number also miss to access secondary education due to missing some important admission documents.

Failure to pay the required fees, missing admission documents and failure to be admitted in secondary school education account for the major factors to consider in urban refugee access to education. These findings sought to address the research questions that were specific on the how cost of education and the extent to which certification regulation by the government of Kenya influence urban refugee access to secondary education.

4.5 Urban refugee students' siblings missing access to secondary school education

The study also sought to establish an in-depth details from the urban refugee students' siblings on addressing the influence of cost of education and certification regulation by the government of Kenya on urban refugee access to secondary education. The study therefore sought to identify if the respondents had siblings who missed access to secondary school education due to one reason or the other. This was important for the study to be able to identify the extent of the impact on urban refugees who miss to access education because of the prevailing school based factors. The response from the study was as presented in Figure 4.5.

Figure 4.5 Urban refugee Siblings' transition to secondary School



As illustrated in Figure 4.5, majority of the respondents had siblings who missed to join secondary school education as presented by 140 respondents in the study. However, 56 respondents indicated that they did not have siblings who missed to access secondary school education. This could have meant that they either did not have any siblings or those who had, they joined secondary education.

4.5.1 Reason for urban refugee siblings missing access to secondary school education

The study sought to establish the reason behind the urban refugee siblings missing access to secondary education. The responses were classified into three categories which are; lack of school fees, failure to get admission to secondary schools and lack of some important admission documents. The responses were as presented in Table 4.5

Table 4.5 Reasons for urban refugee siblings missing access to education

Lack of school fees

Response	Frequency	Valid Percent
Yes	116	82.86
No	24	17.14
Total	140	100.00

Missing admission in secondary school

Response	Frequency	Valid Percent
Yes	113	80.71
No	27	19.29
Total	140	100.00

Lack of some school admission documents

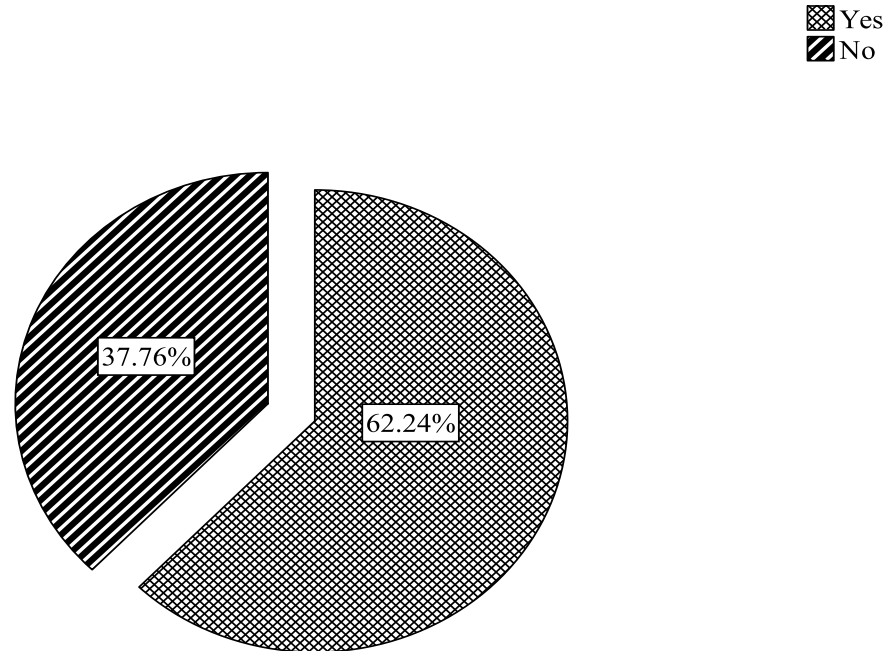
Response	Frequency	Valid Percent
Yes	116	82.86
No	24	17.14
Total	140	100.00

From the illustration in Table 4.5, of the 140 respondents who had siblings not joining secondary education, 116 representing a 82.86% indicated that it was due to lack of school fees. Still a large number of 113 respondents, which is a 80.71 representation indicated that the missed an admission to access secondary education due to their background orientation. When asked if lack of some school admission documents as a factor to consider for their siblings admission to access secondary education, 116 respondents representing a 82.86 said yes it was one of the reasons.

4.6 Effect of living conditions on urban refugee access to secondary education

The study sought to determine the effect of living conditions with regard to urban refugee students' access to secondary education. The researcher therefore sought to know whether generally, the living conditions of the urban refugee students' families affected their access to secondary education. The response was as presented in Figure 4.6

Figure 4.6 Effect of living conditions on urban refugees' access to education



From the illustration on Figure 4.6, majority of the respondents, accounting for 122 respondents out of the 196 which is a 62.24% indicated that living conditions affect their access to education. However, 37.76% said that their access to secondary education is not in any way affected by their families' living conditions.

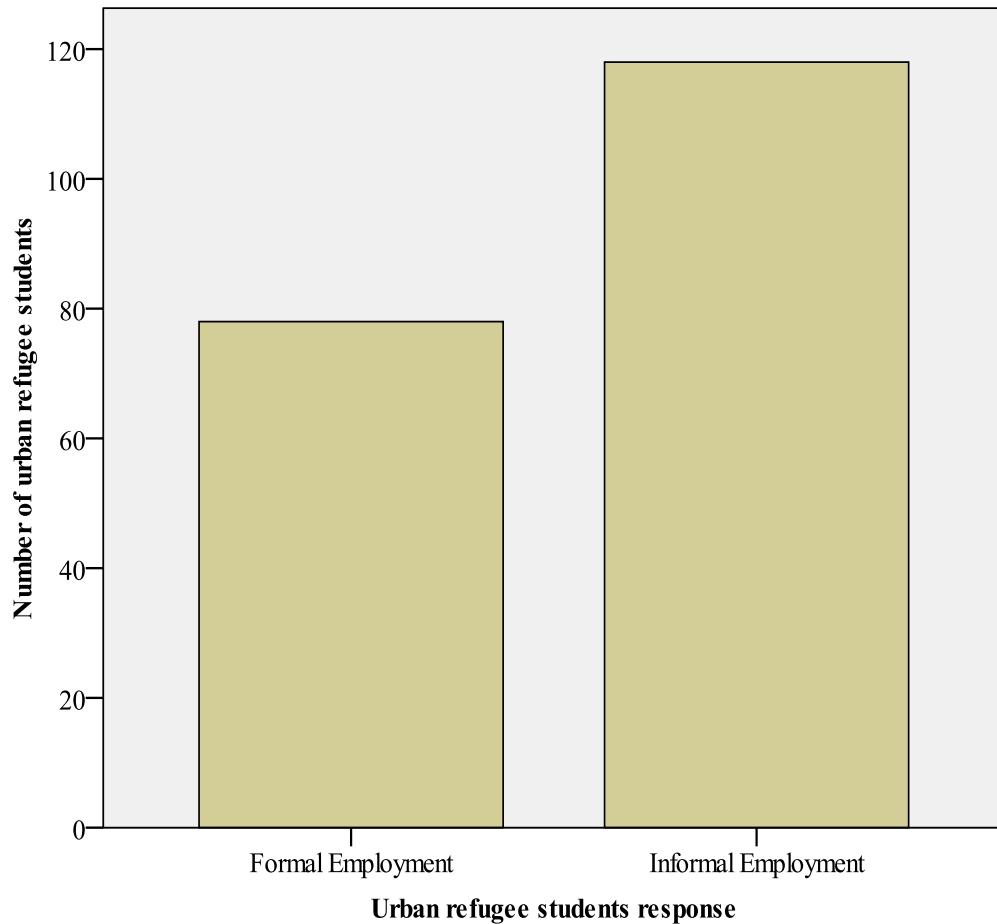
These findings concur with a study on Goal and Access to universal education UNMDG (2013) that household poverty is the single most important factor keeping children out of school. In urban areas there is high cost of living and lack

of financial resources may make children not continue with secondary education in order to work and support the family, therefore secondary education becomes low on the list of priorities for refugees due to economic survival and poor children returns to school cost.

4.6.1 Occupation of the urban refugee students' parents and guardians

The study sought to establish the occupation of the urban refugee students' parents and guardians. This was categorized as either formal or informal employment. The response from the study was represented in Figure 4.7.

Figure 4.7 Occupation of the urban refugees' parents



As illustrated in Figure 4.7, a big percentage of the families that have urban refugee students depend on the income from informal employment. This representation took 118 respondents which is a 60.2% of the total respondent in the study. However, 78 respondents representing a 39.8% indicated that their parents or guardians were in formal employment.

This explains the reason behind the feedback gotten on whether living standards affected their access to secondary education where majority said it did. It also

explains that access to formal employment is determined by refugee status. Without legal documents most of host government resists refugees to work thus impeding the full capabilities and assets of refugees.

4.7 Language of instruction in respondents' secondary school

The study further found it of paramount importance to determine whether the language of instruction in schools influences urban refugee students' access to secondary education. The study therefore sought to establish what language of instruction was used in the participant schools where urban refugee students schooled. They were either to indicate if it is English only, Kiswahili only, Both English and Kiswahili or if any other to specify. The feedback was as indicated in Table 4.6.

Table 4.6 Language of instruction in respondents' secondary schools

Language of Instruction	Frequency	Percent
English only	31	15.82
Kiswahili only	0	0.00
Both English and Kiswahili	165	84.18
Other (Specify)	0	0.00
Total	196	100.00

As illustrated in Table 4.6, 165 respondents indicated that their schools use both English and Kiswahili, which is a 84.18% representation. There was a response by 31 respondents that their school use English only as a language of instruction.

There was no school that used Kiswahili only or any other language of instruction. From an interview by the principals of the participant secondary schools, only one school was using English only as a language of instruction. The findings here were to set the ground on the nationally recognized language use and the study established that either English, Kiswahili or both were used as recognized by the government of Kenya.

4.7.1 Effect of language of instruction on urban refugee students access to education

The study sought to identify if the respondents encountered any difficulties with the language of instruction that is used in their respective schools. This would have an impact on urban refugees’ access to education. The response was as indicated in Table 4.7.

Table 4.7 Effect of language of instruction on access to education

Response	Frequency	Percentage
Yes	128	65.31
No	68	34.69
Total	196	100.00

As indicated in Table 4.7, majority of the respondents, taking 128 of the participants indicated that they were affected by the language of instruction used in their respective schools. However, 68 respondents accounting for over 34.69%

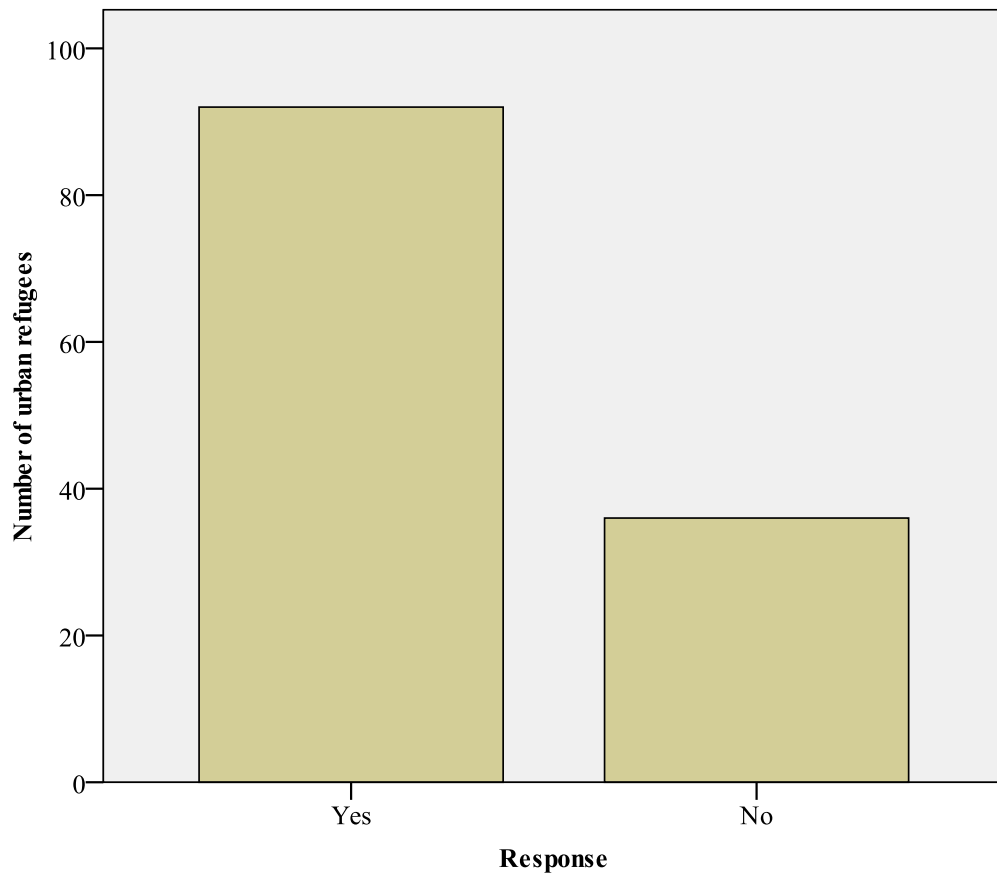
said that they were not affected by the language of instruction used in their schools.

In a study on Ten priorities for education in displacement in Uganda Dryden (2011) found out that in entering the new education system that may not acknowledge refugee children past education student also have to adjust in learning a new language which may take time. This explains the response by the majority in the study that they were affected by the language of instruction which does not match their earlier language in prior education system they were in.

4.7.2 Teacher assistance on the language of instruction

The researcher sought to know if the respondents who were affected by the language of instruction in their schools were assisted by the teachers. This was important to know so that it is established if the language barrier is being addressed. The response was as presented in Figure 4.8.

Figure 4.8 Teacher assistance on language of instruction



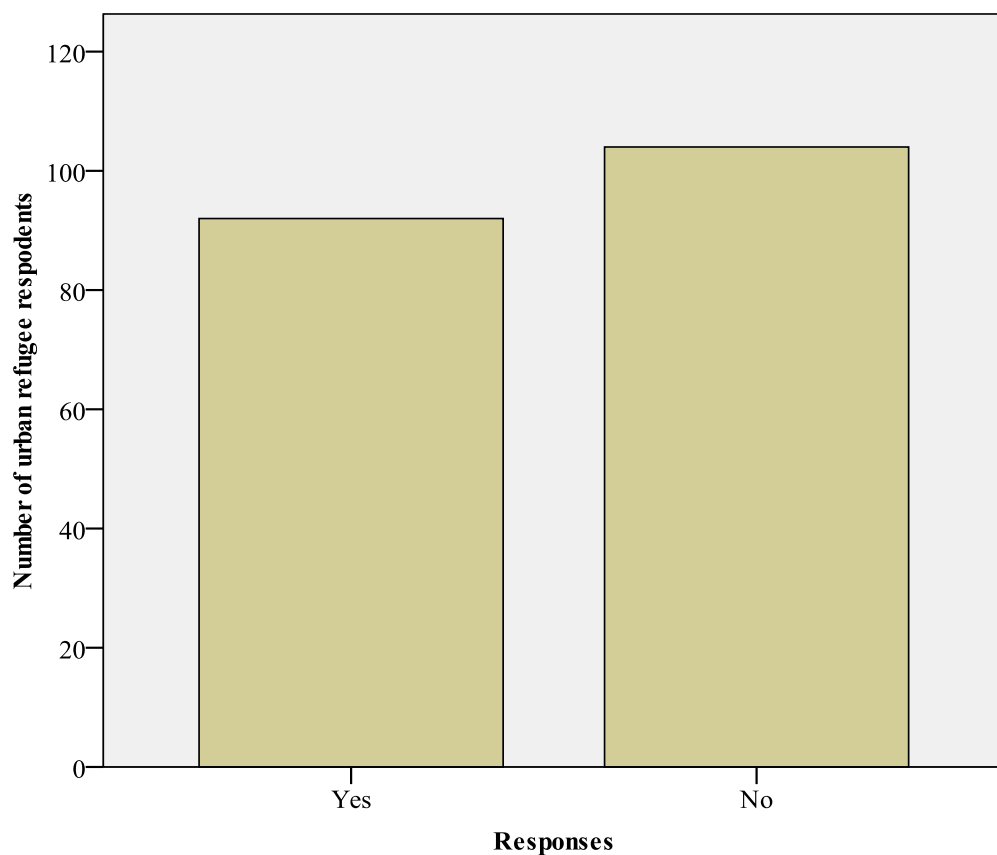
As presented in Figure 4.8, of the 128 respondents who said that they were affected by language of instruction in their school, 92 of them representing a 71.9% indicated that they were assisted by their teachers to overcome the language barrier. This indicates that majority of the urban refugee students are not being assisted with the language of instruction in the schools in Kamukunji district. However, 28.1% which accounts for 36 respondents said that their teachers do not assist them on overcoming the language barrier. This is a clear

indication that the teachers to some extent are committed to see that the language barrier is addressed.

4.8 Impact of Kenya Education Certification Policy on urban refugee access to education

The study sought to establish the impact of Kenya Education Certification Policy on urban refugee access to secondary school education. The response was as indicated in Figure 4.9.

Figure 4.9 Impact of Kenya Education Certification Policy on urban refugee access to education



Majority of the respondents in the study indicated that they were not affected by the Kenya Education Certification Policy represented by 104 respondents which is a 53.1% of the total respondent in the study. However, 92 respondents taking a 46.9% said that they were affected by the policy representing a very narrow gap between the two responses. This implies that there is a fair presentation of the views as it regards the Kenya Education Certification policy.

4.9 Urban refugee students information awareness in schools

The study sought to know from the school principals how much information they were aware of for urban refugee students. This included the number of the refugees in the schools, whether they pay school fees, their documentation and if they were aware of the effect of language of instruction.

From the seven interviews that were conducted, all the principals agreed that there were refugees in their schools but none could identify the exact number. Majority of the principals confirmed if there was a clear record from the senior teachers or deputy principals. They however confirmed that there was no clear record of the refugees due to fear of stigmatization. The student leaders were however very much aware of all the refugees in their respective classes.

All the refugees are required to pay school fees according to the seven principal. However, many of them are sent home due to lack of school fees and un cleared school fees which is facilitated by the poor living conditions. Majority of the parents of these urban respondents are in the informal sector with a few in formal employment. This is also a major factor to consider on the access of these urban refugee students as indicated by the majority of the interviewed principals.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary, conclusion and recommendations based on the findings of the study which sought to look at school based factors that influence urban refugee access to secondary schools in Kamukunji district, Nairobi county. This is done under the guidance of four objectives which guided the study to draw its summary, conclusions and major recommendations.

5.2 Summary of the study

The purpose of the study was to look at school based factors that influence urban refugee access to public secondary schools in Kamukunji district, Nairobi county, Kenya. The study was guided by four objectives. The first one was to determine whether the language of instruction in schools influence urban refugee access to secondary education in Kamukunji district, Nairobi county. The second objective was to establish the role of living conditions of urban refugee in accessing secondary education in Kamukunji district, Nairobi county. The third objective was to establish how cost of education influences urban refugee access to secondary education in Kamukunji district, Nairobi county. The last objective in the study was to identify the extent to which certification regulations by the Government of Kenya influence urban refugee access to secondary education in Kamukunji district, Nairobi county. The study adopted a descriptive survey to

gather both qualitative and quantitative data. The target population for the study consisted of seven secondary school principals and 196 urban refugee students. Data was collected using questionnaires for the urban refugee students and interview schedules for the public secondary school principals. Both purposive and simple random sampling techniques were employed to get the sample sizes. Descriptive statistics were used for data analysis and results presented using tables, frequencies, pie charts and bar graphs.

5.2.1 Urban refugee students' absenteeism in public secondary schools

The study found out that majority of the urban refugee students miss school many times due to lack of school fees, influence of language of instruction, poor living conditions and missing the relevant documents required by the government of Kenya on secondary admission. Approximately 54% of the respondents in the study indicated that they miss school often hence affecting their access to secondary education. They categorized their reasons for missing school as due to lack of school fees, missing admission in their respective secondary schools or due to lack of important school documents that are essential for their admission. To a large extent, they many respondents said that they miss school due to multiple reasons.

5.2.2 Effect of cost of education on urban refugee access to education

The study identified that majority of the urban refugee students are sent home sometimes due to un cleared or lack of school fees. The impact of school fees to

their access to secondary education came out as a factor to consider. Approximately 73%, of those who miss access to secondary education do so due to lack of school fees or un cleared school fees. Approximately 85.05% of those who missed school at some point indicated that it was due to lack of school fees hence a great concern even from the secondary school administration. The rest 14.95% of the respondents indicated that even though they missed school some time it was not due to lack of school fees but other factors.

The study also found out that there were 140 urban refugee students who had their siblings miss out on public secondary education. Approximately, 82.86% missed access to secondary education because of lack of school fees. This implies that cost of education is a major concern on urban refugee students' access to education. A small number accounting for 17.14% of the urban refugee students' siblings though they missed admission to secondary education they do not attach it to lack of school fees but other factors.

5.2.3 The extent of certification regulations by the Government of Kenya on urban refugee access to education

The study found out that there was another group accounting for over 24.5% which indicated that they didn't possess some of the documents that are necessary for admission to secondary education and would miss school due to that reason. The school principals indicated that they admitted with all of the required documents though they could not authenticate them. To a large extent, the urban refugee students miss school due to the fact that they don't possess all the

required documents. Over 58.88% indicated that they miss school because of the failure to possess the legal documents. Another group accounting for 41.12% said that though they miss school, it was due to other reasons and not missing documentation.

Of the 140 respondents who had their siblings miss secondary education, 82.86% was due to missing important documentation that is required for Kenyan secondary education admission. This indicates that to a large extent, many urban refugee students miss admission in public secondary schools due to missing documentation. However, 17.14% of the respondents who had their siblings miss secondary school admission said that there were other factors that facilitated their siblings' failure to admission and not missing documentation.

Over 46.9% of the total respondents indicated that they were affected by the Kenya Education Certification policy to a great extent. This represents 92 out of the 196 respondents in the study. However, a very close representation of 53.1% accounting for 104 respondents indicated that they were not affected by the policy in their access to secondary education.

5.2.4 The role of living conditions on urban refugee students' accessing secondary education

On the objective that sought to establish the role of living conditions on urban refugee students' accessing secondary education, a big number of the respondents indicated that living conditions affected their access to secondary education. Over

62.24% of the total respondents indicated that their access to secondary education and that of their siblings were affected by the families' living conditions. The Principals in their interview also emphasized that the parents' and guardians' living conditions had an impact of their fees payments, day to day operations and after school dealings in the family owing that majority of the schools in the district are day schools. However, 37.76% of the total respondents indicated that their challenge in accessing secondary education was not affected by the living conditions of their families.

The study also sought to establish the occupation of the parents or guardians of the urban refugee students who participated in the study. Majority of the respondents indicated that their parents or siblings were in the informal sector of employment. This explains the reason behind the poor living conditions as expressed by the principals and the students who participated in the study. This accounted for over 60.2% of the total respondents which translates to over 118 families out of the 196 in the study. However, 39.8% of the total respondents in the study said that their parents or guardians were in the formal sector of employment. This represents the legalized group of the urban refugees in Kenya who are absorbed in the formal employment sector.

5.2.5 The influence of language of instruction in schools on urban refugee access to secondary education

On the last objective in the study on the influence of the language of instruction in schools on urban refugee access to secondary education, the study identified that

in all of the seven participant schools English and Kiswahili were the languages used for instruction. Six schools used both English and Kiswahili which are the national languages, while one school used only English as their language of instruction.

There is a very great influence though, in the language of instruction used in these schools with 65.31% which translates to 128 of the total respondents in the study. Majority of the urban refugee students in public secondary schools are affected by the language of instruction however much the national languages are used in the schools. This is probably due to the fact that the languages used back in their countries are different. However, 34.69% of the total respondents indicated that they are not in any way affected by the language of instruction. Those who were affected by the language of instruction mostly were in form one and form two while those who were not affected mostly came from form three and four. This can be explained by experience in the use of language while schooling, which implies that form three and four have been in the Kenyan education system for a longer period of time.

Of these 128 students who were affected by the language of instruction, 36 of them representing a 28.1% indicated that they were not assisted by their teachers to overcome the language barrier. However, 71.9% said that their teachers were assisting them overcome the language barrier. This implies that however much there is a great influence on the language of instruction amongst the urban refugee

students in accessing secondary education, majority of the students are helped by their teachers to overcome this barrier.

5.3 Conclusions

On the basis of the findings, various conclusions are drawn. The study established that there are more male urban refugee students than female. This is also characterized by the public schools in the district where four schools were purely for boys, two are mixed and only one for girls only. This can be explained by the fact that majority of the urban refugees in Kamukunji district are from Somalia and their culture places the girl child education as not important.

The study also concludes that majority of the urban refugee students in Kamukunji district attend secondary education with the expected years in the Kenyan education system. However, a significant number are still in school while above the expected age of 17 years in form four completion. This implies that they were admitted in form one late due to missing documentation, lack of school fees, influence of the language of instruction or affected by the Kenya Education Certification policy.

Based on the findings, many urban refugee students miss to join secondary education because of one reason or the other. Majority of the urban refugee students' siblings also fail to join secondary education because they lack school fees, miss the appropriate documentation for admission, miss admission to the

public secondary schools or due to poor living conditions in their respective families.

On the first objective, the study concluded that there is a big influence on the language of instruction in schools in urban refugee students' access to secondary education in Kamukunji district, Nairobi county. To a great extent, the urban refugee students are highly affected by the language of instruction however much the language used is either both English and Kiswahili or English only. Despite the fact that many teachers are trying their best to help address this concern, language of instruction is one of the factors that affect urban refugee students' access to public secondary education.

On the second objective, the study concluded that living conditions of the families hosting urban refugee students play a very big role in the students' access to public secondary education. The living conditions were affected by the mode of employment of the parents or the guardians which have a direct positive correlation. Poor living conditions, characterized by employment in informal sector negatively affect the urban refugees' access to secondary education in the district. Improved living conditions for the urban refugee students' families will positively affect the students from these families accessing secondary education.

On the third objective, the study concluded that high cost of education negatively influence urban refugee students' access to secondary education in Kamukunji district, Nairobi county. Cost of education, characterized by payment of school fees indicated that many urban refugee students and their siblings were sent home

due to lack of school fees or un cleared fees. Majority of the urban refugee students' sibling miss admission to form one due to lack of school fees. This study therefore concludes that high cost of education affects the urban refugee students' access to secondary education in the district.

On the last objective, the study concluded that to a large extent, certification regulation by the Government of Kenya influences urban refugee access to secondary education. Majority of the urban refugee students and their siblings miss the prerequisite documents required for secondary school admission hence either delaying them to access secondary education or completely denying them a chance to access the public secondary education. Many students are denied access to secondary education due to their orientation as refugees.

This study therefore concludes that the following are the school based factors that influence urban refugee access to public secondary schools in Kamukunji district, Nairobi county, Kenya. First, the language of instruction in public secondary schools, the living conditions of the urban refugee students' families, the prevailing cost of education and the certification regulation by the Government of Kenya.

5.4 Recommendations on the research findings

Based on the findings of the study the following recommendations are made; First, there government should increase the number of public secondary schools so as to cater for high demand of secondary education. Specifically, there should

be an addition of girl's secondary schools and at least one school in the district that admits the refugees only. Also identify potential secondary school donor's scholarships programs to increase access to post-primary. This will ensure that the urban refugees who miss on admission at form one access public secondary education.

Secondly, the government ought to provide a special center for issuing admission documents to the urban refugees so that they don't miss school admission due to lack of necessary documents.

Third, the schools in Kamukunji district ought to establish regulations in the language departments that will ensure that the urban refugee students are assisted formally on the language of instruction. Tuition classes would also be appropriate for the urban refugee students who do not understand the national languages properly.

Fourth, the schools ought to give the urban refugee students' parents or guardians work at school so that they could earn little money to help them pay school fees in quest to raise their living standards. These could be maybe compound cleaning, cook, support staff duties or any other relevant job with the school. This will ensure that at least many urban refugee students are not sent home for lack of school fees as is the situation currently in the district.

5.5 Recommendations for further research

More studies should be done in the following areas;

First, school based factors that influence urban refugee access to public secondary schools in Kakuma refugee camp, Kenya.

Secondly, school based factors that influence urban refugee girls' access to public secondary schools in Kamukunji district, Nairobi County, Kenya.

And third, none school related factors influencing the dropout rates of urban refugee students in Nairobi County.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION TO SECONDARY SCHOOL HEAD TEACHERS

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL AND ADMINISTRATION AND
PLANNING

P.O.Box 92

KIKUYU

Dear *Sir/Madam*

**RE: REQUEST TO COLLECT DATA ON SCHOOL BASED FACTORS
INFLUENCING URBAN REFUGEE ACCESS TO SECONDARY
EDUCATION**

I am a postgraduate student pursuing a master's degree course in Education in Emergencies. I am conducting a research on the above topic.

I kindly request your participation in the research by providing me with answers during my interview with you. Your identity will be treated with utmost confidentiality for the purpose of this research.

Thank you in advance for your assistance

Yours faithfully,

Gladys Munyua

APPENDIX 11

QUESTIONNAIRE FOR SECONDARY REFUGEE STUDENTS

The purpose of this questionnaire is to gather information for a research on school based factors that influence urban refugee access to secondary schools in Eastleigh division. Your response will be accorded great confidentiality. Please do not write your name or the name of the school. **(Please put a tick () where appropriate)**

SECTION A: Demographic Information

1. What is your gender?

Male []

Female []

2. How old are you?.....

3. In what class are you?

Form I []

Form II []

Form III []

Form IV []

Section B: School based factors influencing Urban Refugee Access to Secondary Education

4. Do you miss to come to school sometimes?

Yes [] No []

5. If yes give reasons by ticking in the box

Lack of school fees Yes [] No []

School did not admit me Yes [] No []

Lack of school documents Yes [] No []

6. Do you have any brother or sister who completed class eight and did not join secondary school?

Yes [] No []

b. if yes give reasons

Lack of school fees Yes [] No []

School did not admit her Yes [] No []

Lack of school documents Yes [] No []

7. Do u think living conditions affect your access to education?

Yes [] No []

8. Have you ever been sent home for lack of school fees?

Yes [] No []

9. Do you have any school documents required to join secondary school?

Yes [] No []

10. What language of instruction is used in your school?

Kiwahili only [] English only [] both Kiswahili and English []

Others specify []

11. Do you have any difficulties with the language of instruction used in the school?

Yes [] No []

12. If yes, does your teacher assist you?

Yes [] No []

13. What is the occupation of your parents?

Formal [] Informal []

14. Does urban education policy affect your access to education?

Yes [] No []

Thank you for your co-operation

APPENDIX III: INTERVIEW GUIDE FOR SECONDARY SCHOOL

HEAD TEACHERS

1. How many refugee students do you have in your school?

.....

2. Do you send the refugee students home to collect fees?

.....

3. How many joined form one this year?

.....

4. Are they required to pay fees?

.....

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

.....

6. Do you require the refugee student's parents to produce national identity cards before admission?

.....

7. Do the refugee students need birth certificate and other documents to be admitted in your school?

.....

8. How do you comment on the impact of school fees and other education cost on the retention of refugee students in your school?

.....

9. What language of instruction does your school use?

.....

Kiswahili only [] English only [] Kiswahili and English only [] others
specify []

APPENDIX IV: SAMPLE SIZES FOR GIVEN POPULATION SIZES

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
10	10	100	80	4000	351
20	19	150	108	5000	307
30	28	200	132	10000	370
40	35	250	162	20000	377
50	44	300	169	50000	381
60	52	400	196	100000	384
70	59	1500	306		
80	66	2000	322		
90	73	3000	341		

Source: Krejcie and Morgan (1990)

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. GLADYS GATHONI MUNYUA
OF UNIVERSITY OF NAIROBI, 0-614
wangige, has been permitted to conduct
research in Nairobi County
on the topic: SCHOOL BASED FACTORS
INFLUENCING URBAN REFUGEE
STUDENTS ACCESS TO PUBLIC
SECONDARY EDUCATION IN KAMUKUNJI
DISTRICT NAIROBI COUNTY, KENYA
for the period ending:
31st August, 2014

Permit No : NACOSTI/P/14/1213/2072
 Date Of Issue : 24th June, 2014
 Fee Received :KSh 1,000



Gladys Gathoni Munyua
Applicant's Signature



Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 1980
CONDITIONS: see back page

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241340, 310571, 2219420
Fax: +254-20-518245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Urdii House
Uturu Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/1213/2072

24th June, 2014

Gladys Gathoni Munyua
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing urban refugee students access to public secondary education in Kamukunji District, Nairobi,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending 31st August, 2014.

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** 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,
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified