

**FACTORS INFLUENCING INTEGRATION OF URBAN REFUGEE  
PUPILS IN PUBLIC PRIMARY SCHOOLS IN DAGORETTI DIVISION,  
NAIROBI COUNTY, KENYA**

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

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## **DECLARATION**

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

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This research project has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

This research work is dedicated to my father Ephifany Mibey and my late mother Leah Mibey for taking care of me and laying my education foundation. My children Linda and Collin for their support, my brothers and sisters for their encouragement and to all urban refugee students in Kenya, with the hope that they will receive quality education in the near future.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DRA</b>	Department of Refugee Affairs
<b>DRC</b>	Democratic Republic of Congo
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>GoK</b>	Government of Kenya
<b>NACOSTI</b>	National Commission for Science and Technology and Innovation
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>USA</b>	United State of America

## ABSTRACT

The purpose of the study was to investigate the factors influencing integration of urban refugee pupils in public primary schools in Dagoretti division Nairobi County, Kenya. It sought to determine whether language of instruction, government policy, social factors and economic factors influence integration of urban refugee pupils in public primary schools. The study was based on the theories of integration adopted by Saggar (1995). It adopted a descriptive survey design and target 12 public schools, thus 12 head teacher, 240 teacher and 450 class 6,7 and 8 pupils. Simple random sampling was used to select half of the schools, 20% of pupils and 10% of teachers comprising of 6 public schools, where by 6 head teachers, 24 teachers and 90 pupils were used. Questionnaire tools were adopted to collect the data from respondents. The study findings revealed that majority of the schools use both English and Kiswahili as school communication languages and class instruction languages. However, urban refugee pupils who mainly come from non-English speaking countries are hindered from primary education due to these language barriers. Therefore teachers need to offer remedial lessons on language to urban refugee pupils who are lagging behind. The government enacts both Children's Act 2001 on children's rights to education and FPE policy since both policies advocate for education for all children without discrimination. Hence admission into primary education of urban refugee pupils should be without discrimination to promote their integration. Government needs to come up with better ways of admitting refugee pupils into schools since during flee they were not in a position to carry their identification documents. Refugee pupils' social status succumbs to discrimination and hostility from schools, teachers and host pupils. Thus, they either abuse back, fight or withdraw and traumatized since they have not recovered from the psychological trauma faced earlier in life hindering integration. Refugee parents' are poor and cannot afford their children's basic needs let alone their educational needs like textbooks and uniforms. These hinder refugee pupils are from enrolling and when enrolled they are not retained in school. The government should come up with strategies to provide schools resources and uniforms to refugee pupils. The researcher therefore suggests that; A study to be carried out on the influence of instructional language on the performance of refugee pupils in public primary schools

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

In recent times, there have been a growing number of disruptions in human systems such as social, economic and political components caused by prolonged armed conflict and natural disasters. These disruptions have led to displacement of many people who become refugees. According to United Nations High Commission for Refugees (UNHCR, 2002), refugees are people who flee their mother countries due to political threats, persecution, or violence.

Due to such disruption, UNHCR has registered 10.5million refugees in recent years and continued effort are needed to ensure that refugees are properly documented and more effectively protected. It is reported that by 2012, there were more than 45.2 million forcibly displaced people in the world (UNHCR, 2012). According to McCarthy and Vickers (2012), out of the global displaced people 15 million were refugees. This indicates that people who fled their countries are nearly one third of the displaced persons and half of the refugees live in cities globally. According to Davies (2008), language becomes a barrier to learning of refugees in host countries as seen in United States of America (USA) where refugees from different areas of the world are settled.

In Africa, regional conflicts and natural disasters, have led to massive dislocation of Africa. UNHCR (2011) reported details of major humanitarian crises that began in 2010 in Cote d'Ivoire, was quickly followed by others in

Libya, Somalia, Sudan and elsewhere. It is estimated that 4.3 million people were newly displaced with a full 800,000 of this fleeing their countries and becoming refugees. Africa hosts 20% of the world's refugees, with about 2,000,000 in Eastern Africa (UNHCR, 2012).

In an article on refugee in Uganda Dryden-Peterson (2004), states that education plays a crucial role in the lives of children and adolescents hence most of the refugee parents see education of their children as a way of creating stability and ensuring a better future for their families. Education re-establishes a routine in the lives of children and helps them to settle down to a normal life (Dryden-Peterson, 2004). UNHCR reported a total of 197,082 refugees living in Uganda of which 10,000 refugees are registered as self-sufficient refugees in Kampala (UNHCR, 2008). The refugee children in Uganda are taught in UNHCR-sponsored schools in refugee settlements which are set up to meet the particular needs of refugee population.

Kenya has witnessed a large-scale influx of refugee, mostly triggered by humanitarian crisis in neighbouring countries. Hosts 624,873 refugees with 54,383 registered in Nairobi, from neighbouring countries in the region including Somalia, Sudan, Eritrea, Congo (DRC), Burundi, Rwanda and Ethiopia (UNHCR, 2012). Integration takes place when refugees are empowered to: achieve their full potential; as members of the society; contribute to the community; and access services to which they are entitled (UNHCR, 2005). One major problem urban refugee's face is caused by the Kenyan government policies. The urban refugees exist largely with minimum

protection or material support from the government of Kenya (GOK) and UNHCR. This means that they lack proper documentation and therefore suffer harassment from the police concerning their status. In Nairobi County, refugee parents and guardians are required to produce a registration document such as UNHCR mandate certificates for their children. Although many of them are born in Kenya, they do not have birth certificates, which hinder their enrolment into public schools (UNHCR, 2009).

Urban refugee pupils access education in three settings; public schools, private schools, and community schools. According to Convention on the Right of the Child, education is a right and a tool of protection. Education promotes understanding of society and the right and responsibility of individuals, build stronger community that protect pupils. Through education, the exploitation or abuses of pupils can be identified for pupils who are in need of medical or psychosocial attention. Education also helps to meet psychosocial needs (Njuguna, 2013).

The majority of urban refugees in Nairobi are people of poor economic background who try to sustain a livelihood through business, petty trade, and wage employment or simply subsisting on transfer earnings from various sources including remittances from relatives at home or in rare instances, being supported by charitable, civil society and faith based organization. This does not always guarantee a sustained source of income. As such the high cost of education often affects the abilities to educate their children (UNHCR, 2011).



Many of the refugees do not prioritize education which is viewed as instrumental to self-development. This has left refugee more vulnerable to economic hardships in the city (UNHCR, 2010). Karanja (2010) observed that like Kenyan refugee parents also bear the burden of providing learning materials and school uniforms for their children enrolled in primary schools offering free primary education. In Nairobi, Wagacha and Guiney (2008) observed that difficult economic situations of refugees do not warrant learning for refugees as parents do not give priority to learning even when access is available. In this case, refugee parents who find it difficult to settle in any economic activities are likely to be disadvantaged as their children will not be supported to learn through schools fees payment, provision of uniforms and learning materials. This has an implication of failure to enroll, irregular school attendance or dropout.

Based on the observations made, it is clear that integration of urban refugee pupils in public schools limits right to education for refugees. According to Katarina, (2001), the right to education should include the following four elements: availability, accessibility, acceptability and adaptability. This provides a basis at which individuals can access education as provided for under international human rights law. Unfortunately, education for the refugees in urban centres does not meet such requirements hence forming the basis of this study to unveil factors influencing integration of urban refugee pupils.

## **1.2 Statement of the problem**

Kenya continues to host 624,873 refugees from the region characterized by armed conflict especially in neighboring countries such as Somalia, Sudan, Democratic Republic of Congo, Burundi and Rwanda (UNHCR, 2013). The country has been supporting hundreds of thousands of refugees since 1990 in terms of education, protection as well as provision of food and health services. Since then, the Kenya's education has been undergoing many changes with limited attention to the integration of refugees within the system. This means that such refugee pupils do not acquire skills for empowering them hence likelihood of lack of progressive development in their futures.

Some school head teachers refuse to enroll refugee pupils in order to preserve spaces for local pupils (UNHCR, 2009). Others expect refugee parents to provide for the costs of desks, textbooks, exercise books and other supplies for their children, yet the Free Primary Education caters for them. In other cases, as Kenya uses English and Kiswahili for learning in public primary schools, refugees who are from French speaking countries such as Democratic Republic of Congo, Rwanda and Burundi find it difficult to understand and communicate while in school that uses English and Kiswahili. In addition, schools require documentation to warrant enrollment. As refugees do not prepare to leave their countries, documents are not considered vital than saving their lives. In this state, schools do not consider that during enrollment thus many pupils are denied access (Karanja, 2010).

Furthermore, refugee parents also find it difficult to get access to financial systems, economic activities and other social benefits. This limits their economic and social power to participation in schools through school fees payment and provision of basic learning materials to their children (UNHCR, 2007). These situations put the refugee pupils in a vulnerable situation that could greatly hinder integration in primary schools owing to the challenges posed by new environment at school and at home. It is in this view that this study sought to find out the factors influencing integration of urban refugee pupils in public primary schools in Dagoretti Division. (Which is a cosmopolitan area and hosts different groups of refugees).

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors influencing integration of urban refugee pupils in public primary school in Dagorretti Division, Nairobi County, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following research objectives:

- i. To establish how language of instruction influence integration of urban refugee pupils in public primary school in Dagorretti Division, Nairobi County, Kenya.
- ii. To establish the extent to which government policy influence integration of urban refugee pupils in public primary school in Dagorretti Division.

- iii. To determine the extent to which social factors influence integration of urban refugee pupils in public primary school in Dagorretti Division.
- iv. To determine how economic factors influence integration of urban refugee pupils in public primary school in Dagorretti Division.

### **1.5 Research questions**

The study was to answer the following research questions:

- i. In which way does language of instruction influence integration of urban refugee pupils in public primary school in Dagorretti Division, Nairobi County, Kenya?
- ii. To what extent do government policies influence integration of urban refugee pupils in public primary school in Dagorretti Division?
- iii. In which way do social factors influence integration of urban refugee pupils in public primary school in Dagorretti Division?
- iv. To what extent do economic factors influence integration of urban refugee pupils in public primary school in Dagorretti Division?

### **1.6 Significance of the study**

The findings could help Ministry of Education, UNHCR and other humanitarian organization in putting measures in place to enhance smooth integration of urban refugee pupils in public primary schools without discrimination. The school administrators who are involved in enrolment of refugee pupils should enroll refugee pupils into their school and observe their right to education without discrimination due to lack of identification

documents. The teachers who come directly into contact with refugee pupils in schools and might be able to integrate them well. The study findings could be useful to stakeholders, refugee parents and refugee children to know their rights and position in the host country.

### **1.7 Limitations of the study**

The researcher gathered information from urban refugee pupils of different countries. It was challenging to identify them since they were integrated with the locals in public primary schools due to fear of exposing themselves to the authority, and parents not willing to expose their private lives. The researcher assured the respondents that their response would remain confidential and be of benefit to them.

### **1.8 Delimitations of the study**

The study was delimited to six public primary schools in Dagorretti District. Participants included urban refugee pupils in public primary schools, teachers and head teachers.

### **1.9 Basic assumption**

There were urban refugees integrated in public primary schools in Nairobi.

The respondents gave honest responses to guide the study.

### **1.10 Definition of significant terms**

**Economic factor-** refers to income, employment, level of education and influence in the society.

**Government policy**-refers to set of regulations and guidelines on education matters for refugee such as enrollment, administration of schools as well as their welfare.

**Integration**- refers to the mainstreaming of refugee pupils into public primary schools.

**Language of instruction**- refers to the language used in teaching and carrying out all the studies in the program. It may or may not be the official language of the country or the territory.

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

**Urban Refugee** – refers to a person outside his or her country who decided or was obliged for some reasons to settle in an urban area of the Country where he/ she found refuge rather than the camp.

### **1.11 Organization of the study**

This study is organized in five chapters. Chapter one presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions for the study definition of key terms and organization of the study. Chapter two presents the literature review, detailing concept of integration, language of instruction, government policy, economic factors, social factors as well as the summery, theoretical and the conceptual frameworks for the study. Chapter three presents the research methodology detailing the research design, target population, sample

and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consists of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data will be done. Chapter five consists of the summary, conclusions and recommendations of the study which will be drawn from the data analysis in chapter four.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter describes a review of literature from other authors on the influence of language of instruction, social-economic factors, psycho-social factors, and government policy on integration of urban refugee pupils in public primary schools. The chapter also provides a theoretical approach of the study.

#### **2.2 Concept of integration of refugees pupils in education**

Free Primary Education is a right for all children, including refugee children; the right to a free basic education enhances local integration of refugees. The urban refugee parents face challenges while ensuring that their children receive education. The number of urban refugee pupils enrolling in public primary schools has been increasing in the recent past. Many refugees have been settling in urban areas, most of the parents send their children to nearby public primary schools in order to access formal education (UNHCR, 2012).

The government of Kenya has adopted Free Primary Education (FPE) and the children act does not discriminate refugee children in terms of being integrated to public schools. However, the government policy does not prevent some administrators' who refuse to enroll refugee pupils in order to safeguard places for Kenya children. Some cases have been reported where refugees have been barred from schools due to lack of proper documentation, though legal refugee document are required for children to sit for the national examination. GOK, Department of Refugee Affairs (DRA) work together with UNHCR in order to



provide documentation that authorizes school administrators to permit refugee children without birth certificates or mandate certificates to be integrated into public primary schools and also be in a position to write national examination. According United Nations millennium development goals, the nation enrollment rate in public primary schools was 87% in 2007 (UNHCR, 2007).Infrastructure of public schools is generally poor resulting in lack of space and overcrowded classrooms limiting the number of refugees who can gain enrolment. In addition, there are water shortages especially during dry seasons.

Refugee integration means building a new life with dignity becoming an independent and productive member of the society, being able to fed for oneself. It is a process by which refugees increasingly participate in all level of society and become full citizen (Yousif, 2001). According to Refugee Council (1997), integration in education involve the process which prevent the social marginalization of refugees by removing legal, cultural and language barriers and ensuring that refugees are empowered to make positive decision on their future and benefit fully from available opportunities as per their abilities and aspiration (Njuguna, 2013).

### **2.3 Influence of language of instruction on integration of urban refugee pupils in schools**

Urban refugees face serious problems of integration into society and often rely on other refugees, who may not have the best English language skills

(Bonfolio, 2010). Cheng (1998) and Allen (2002) wrote about a language problem that many classroom teachers overlook but people specializing in refugee work quickly recognizes. Refugee pupils are often unfamiliar with the language of instruction thus some are placed in special education classes while others are put in low academic tracks despite high capabilities.

Cheng (1998) recognized numerous cultural differences, such as short response, unexpected non-verbal expressions and embarrassment over praise that teachers might misinterpret as deficiencies. Cheng called for teachers to learn about the cultures and experience of their international pupils in order to facilitate their acquisition of language and academic skills.

Research suggests that many benefits can be gained by beginning primary education in the pupils' home language. A problem not often addressed is the transition the students must take from using the home language to using the national language, and the lack of learning resources and the support which is available to bridge this important linguistic gap (Cazden, 2000). Other problems include lack of text books, learning materials and training skills in refugees' local languages for voluntarily repatriation (Forster, 1995).

It is vital that all pupils in the classroom, including those coming from minority background, see themselves represented in the curriculum both on a visual degree and a knowledge based degree (Campey, 2002). Deem and Marshall (1980) discussed the problem of teaching a second language when there are insufficient numbers of pupils in particular schools to create a particular special program for language acquisition. The authors in their

theoretical article explained that culturally biased materials often presupposed familiarity with the host country's culture and history. Deem and Marshall suggests personal experiences to teach and increase vocabulary and reading and writing capabilities and allows pupils to draw from their strengths and knowledge to acquire new information.

#### **2.4 Effect of Government policies on integration of urban refugee pupils in schools**

Kenya is a signatory to the 1951 UN Refugee Convention and its 1967 protocol, as well as the 1969 OAU Refugee Convention. It is also signatory to other international and regional human right instruments that are relevant to refugee protection. On the domestic front, however, Kenya lacked any national refugee legislation until 2006, when the Refugee Act came into force a development that followed a change of government and effective lobbying by UNHCR and NGO community. The Act which the UNHCR played a significant role in drafting, paved way for the establishment of the DRA headed by the commissioner. Although Kenya has agreed that refugee pupils be integrated with the local pupils in public primary schools, the Kenya government policy constrains refugee children's access to education in Nairobi. Refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate certificate in addition to child's birth certificate.

Many refugee children in Nairobi are born in Kenya and do not have birth certificates which hinder their enrolment into public schools in Nairobi

(Wagacha and Guiney, 2008). While the GoK guarantees the right to FPE to both refugees and locals, many refugees lack awareness of their rights and are unable to exercise them, while in some areas, primary schools welcome refugee children, in others they request an 'admission fee', often in form of a bribe for the head teacher, who otherwise would find excuses not to admit refugee children (World Refugee Survey, 2009). Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees (Dix, 2006).

### **2.5 Influence of social factors on integration of urban refugee pupils in schools**

The social well-being of refugees include their overcoming of traumatic experiences, acquiring a sense of safety and adjusting to expectations of the new culture while being able to retain cherished values of the homeland (Mc Brian, 2005). In social matters, segregation worsened the place of refugees in formal learning as noted that "there is a natural inclination of host societies to provide primary-school places first to their own nationals and only when there are places to spare to refugees" (Bonfiglio, 2010). Most discussions of social adjustment of refugees often point to the difficulties of moving on from traumatic memories which indicated that after five years, nearly seventy percent of refugees from war affected backgrounds retained stressful memories of the war and their flight from their homeland and eighty percent had concerns about their separation from missing family members (Mc Brian, 2005). They know children abducted to be child soldiers for rebel fights

subjected to rape and other sexual assaults while in refugee camps among others. Different gender role expectations and reversal of the roles played by parents and children in the new country often added new stresses on families. According to Abey (2013), Somali refugees had big preference to enrolling their children in Eastleigh schools in Nairobi due to social identify where many Somalis live. This has indication that Somali refugees could not enroll their pupils in other schools outside Eastleigh easily hence limiting access. In this case, integration of the pupils becomes difficult in such areas where social identity determines schools for enrollment. UNHCR and GTZ have advocated for inclusion of madarasa teachers in public schools so that children can still receive an Islamic education within formal education. Many organizations observed that refugee pupils have low esteem, lack confidence, and are insecure and fearful of authorities. These fears extend to those attempting to provide support to them such as medical and welfare providers. This will negatively affect their study in primary.

## **2.6 Influence of economic factors on integration of urban refugee pupils in schools**

Sommers (1999) observed that parents who could not afford school levies, school uniforms and stationary did not enroll their children for formal schooling.

This situation of failing to enroll learners due to economic hardships was aggravated in urban centres or towns which were filled to capacity and suffer from overcrowding.

Refugee parents face economic challenge of providing learning materials for their children enrolled in formal schools offering free primary education. It is further noted that these challenges are compounded by refugee parents without formal employment (Wagacha and Guiney, 2008). By singling out Sudanese, refugee Karanja (2010) observes that they face more barriers than Somalia and Congolese who are more entrepreneurs. This implies that the ability of refugee parents to sustain their economic needs depends on their interpersonal skills tailored at meeting basic needs. Thus, those without such skills find it challenging to provide learning support for their children.

To demonstrate this further, Pavanello, Elhawary & Pantuliano (2010) found out those refugees without formal employment dependent heavily on their members of their ethnic communities for support. In this case, those with children to be enrolled in formal schooling system also expected their hosts to shoulder the burden. Under such situations, some children may not be enrolled where financial resources are meager.

### **2.7 Summary of literature review**

Bonfolio (2010), Cheng (1998) and Allen (2002) wrote about a language problem that many classroom teachers overlook but people specializing in refugee work quickly recognizes thus urban refugees face serious problems of integration into society. However, lack of learning resources and the support which is available to bridge this important linguistic gap widens by the day thus they often rely on other refugees, who may not have the best English language skills.

According to Mc Brian (2005) and Dix (2006), poor refugees find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees. Abey (2013), found out that Somali refugees had big preference to enrolling their children in Eastleigh schools in Nairobi due to social identify where many Somalis live. Pavanello, Elhawary & Pantuliano (2010) found out that refugees without formal employment dependent heavily on their members of their ethnic communities for support. According to Cheng (1998) there are numerous cultural differences, such as short response, unexpected non-verbal expressions and embarrassment over praise that teachers might misinterpret as deficiencies.

A study was done by Njuguna (2013) on factors influencing integration of Sudanese urban refugee in kikuyu she focused on teachers attitude, social, economic and government policies. The study however did not address factors like pupils' social status, communication language, parents' economic status and government policies on integration that this study sought to find out.

## **2.8 Theoretical Framework**

This study adopted the Integration Theory of Ager and Strang's (2008), theories of integration inevitably depend on that nation's sense of identity, its 'cultural understandings of nation and nationhood'. According to Atfield, Brahmabhatt, & O'Toole (2007), there has been a disagreement on 'what constitutes integration, how one determines whether strategies for promoting integration are successful, or what the features of an integrated society are.' However, Ager and Strang's (2008) contribution showed that integration

determines group behavior in which there is relationship between social bonds (connections linking members of a group) and social bridges (connections between groups). In this case, Ager and Strang's (2008) affirm that integration is dependent on foundation aspects rights and citizenship, facilitators (language and cultural knowledge, safety and stability), social connection (social bridges, social bonds and social links), markers and means (employment, housing, education and health). From these developments, these aspects suit refugee integration in learning institutions. This process results into provision and sustenance of their basic needs such as housing, health, employment and education.

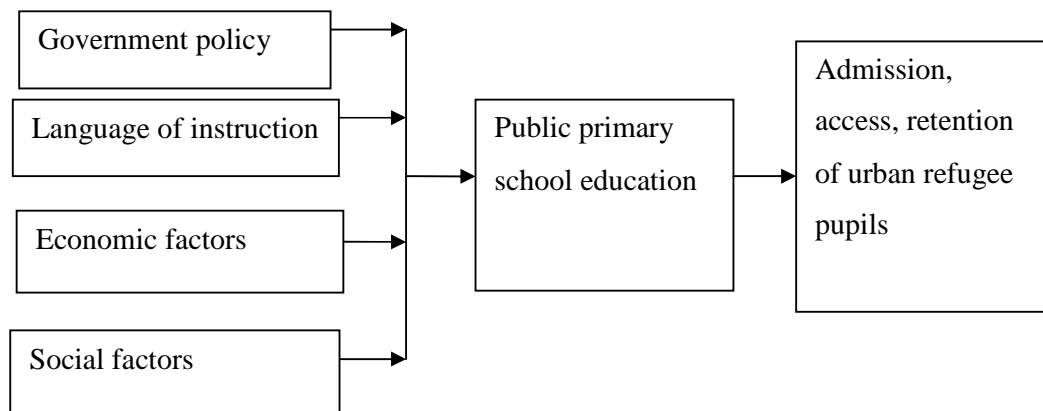
Refugee children (and, in many cases, refugee parents) schools are experienced as the most important place of contact with members of local host communities, playing an important role in establishing relationships supportive of integration'. Thus, this study considers factors such as language of instruction, government policy, economic activities and social factors as falling in the determinants mainly categorized as foundation, facilitators, social connection and markers or means. This is important because the interplay of such factors either independently or combined influence integration of the refugee pupils for learning.



## 2.9 Conceptual Framework

A conceptual framework is a presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome.

**Figure 2.1: Factors Influencing Integration of Urban Refugee Pupils in Public Primary Schools**



From the figure 2.1, independent variables include government policy, language of instruction, economic factors and social factors. These factors have significance influence on integration of urban of refugee pupils as dependent variable.

Integration of refugee pupils into public primary school education depends on these independent variables. These factors are assumed to be the inputs that determine refugee pupils' integration which is the output. The conceptual model demonstrates the relationship between the independent variables and the dependent variable. The process involves enrolment, retention and completion. The output yields integration which involves grade to grade

transition, completion leading to better future prospects on observing equality on offering admission opportunities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with methodology that was be used in carrying out the research. It highlights- the research design, target population, sample size and sampling pictures, research instruments, reliability and validity of the instruments, data collection procedures and data analyzing techniques.

#### **3.2 Research design**

Gay (2006) defines descriptive survey design as a process of collecting data in order to answer questions concerning the current stratus of the subject in the study. Descriptive survey design was selected for this study because the researcher wanted to investigate factors influencing integration of urban refugees in primary schools in Dagoretti Division through use of questionnaires, to yield both qualitative and quantitative data from respondents to represent the whole area. The advantage to this was that descriptive survey design provides a lot of information on particular phenomena.

#### **3.3 Target Population**

Mugenda and Mugenda (2003), define population as an entire group of individuals' events or objectives having common observation characteristics. To realize study objectives, this study involved refugee pupils, teachers and head teachers.

In developing a suitable sample frame, the target population was obtained from the official 12 primary schools in the entire Dagoretti Division. From these schools, the research targeted those with refugees. From those schools with refugees, the researcher targeted 450 pupils in 6, 7 and 8 classes, 12 head teachers and 240 teachers.

### **3.4 Sample Size and Sampling Techniques**

According to Mugenda and Mugenda (2003) sampling is the process of selecting individuals for a study to represent the whole population. To achieve a suitable sample, this study employed stratified, simple random sampling and purposive sampling techniques. Stratified sampling was used to categorize the sample into three distinct groups comprising of head teachers, teachers, and refugee pupils. Purposive sampling was used to identify and obtain public schools with refugees. This was because use of randomization was not feasible in case all schools and pupils were considered.

Sample size of 10% to 30% of the respondent can represent the target population. A sample of 6 schools was used which is 50% of 12 schools. Head teachers of the sampled schools were used. A sample size of 90 pupils which was 20% of 450 pupils was used. A sample size of 24 teachers which was 10% of 240 teachers was used.

### **3.5 Research Instruments**

Research instruments used in the study were questionnaires for head teachers, teachers and refugee pupils. The study employed both open ended and closed ended questions. This was because questionnaires were easy to administer to respondents with reading and writing ability in English in which the study made an assumption that upper class pupils, understood English and were to respond to the questions.

### **3.6 Instrument Validity**

Mugenda and Mugenda (2003), define validity as the accuracy and meaningfulness of inferences based on research results. Validity is the ability of the instrument to measure what it purports to measure. The items in the instruments were tested for content validity. To test for content validity, the items were ordered from general to specific and related to the research question. A pilot study was carried out prior to the actual study. One school, one head teacher, two teachers, and five pupils were involved in the pilot study and not included in the main study. (Mugenda and Mugenda 2003) recommends the use of 1-10% of the total population for piloting. The result of pilot study was for correction of wrongly structured items.

### 3.7 Reliability of the Research Instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instruments yields consistent results after repeated trials. To ensure reliability, test re-test method was applied.

To test the reliability of the instrument, the researcher administered the same instrument to the same respondents twice. This was administered at an interval of one week. The results from the two administrations were correlated using Pearson's product moment correlation coefficient.

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

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more implies a high degree of reliability of the data. For this study a coefficient of 0.7 was achieved.

### 3.8 Data Collection Procedure

A research permit was obtained from National Commission for Science and Technology and Innovation (NACOSTI). Copies of the permit were presented to District County Commissioner and County Director of Education and head teachers of all school where the researcher intended to carry out the study. The researcher contacted the primary school head teachers through a letter and thereafter made arrangements for the actual school visits (Appendix I). The questionnaires were hand delivered to the head teachers, teachers and refugee pupils, and collected after completion by the researcher on the material day.

Collected data was arranged and grouped according to the respondents and schools

### **3.9 Data Analysis Techniques**

Data processing and analysis sought to provide answers to research questions and fulfilled research objectives. Editing to ensure accuracy and reliability of the information contained in the instruments was helpful in raising accuracy of information and ensuring that all desired information is conceptualized, coded and verified to reduce possibility of mismatch between available information and what was intended to be captured as per research questions (Kombo & Tromp, 2006).

Data collected was edited to ensure linkages between themes, logical order and grouping of coherent information and content validity confirmed. The study applied both qualitative and quantitative description methods to process data. Qualitative data was summarized, organized according to research questions, into themes and then frequencies and percentages calculated (Orodho, 2005). Quantitative data was edited, coded and keyed into the computer for analysis. Data was presented in narrative form, graphs, pie-charts and tabular forms indicating frequencies and percentages.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the factors influencing integration of urban refugee pupils in public primary schools in Dagoretti division, Kenya. Data were collected and interpreted in reflect of the research objectives. Factors hindering refugee pupils' integration were compiled into frequencies, percentages and presented in tables and pie charts.

#### 4.2 Questionnaire return rate

Three questionnaires were used to collect data from 6 primary school head teachers, 24 teachers and 90 pupils. Therefore, 120 questionnaires were administered. Table 4.1 presents research tool response rate.

**Table 4.1 Research instrument return rate**

<b>Respondent</b>	<b>Target population</b>	<b>Frequency</b>	<b>Percent</b>
Head teachers	6	6	100.0
Teachers	24	22	91.7
Pupils	90	78	86.6
<b>Total</b>	<b>120</b>	<b>106</b>	<b>88.3</b>

The study total instrument response rate was 88.3%. This response was considered satisfactory for the purpose of the study (Heyneman, 1976). The



respondents were quite cooperative in the exercise and the data collected was taken to be a true representation of the respondents' views.

### 4.3 Demographic information

The personal information of the respondents was sought to give an insight on the respondents' characteristics, which included their gender, age, professional qualification, teaching experience, class allocated, school enrolment and refugee pupils' nationality. The respondents' gender findings were presented in Table 4.2.

**Table 4.2 Respondents' gender**

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	4	66.7	8	36.4	31	39.7
Female	2	33.3	14	63.6	47	60.3
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>78</b>	<b>100.0</b>

From the study findings majority of the schools (66.7%) are headed by male head teachers, while majority of the teacher (63.6%) and pupil population (60.3%) are female. These findings show that there are more males in school though teaching profession has more females.

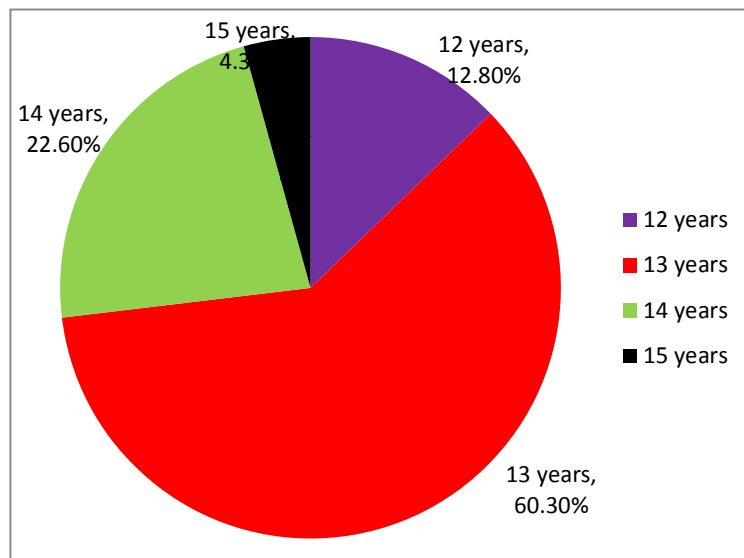
The researcher sought to find out the age bracket of the respondents and presented the findings in Table 4.3.

**Table 4.3 Teachers and head teachers' age**

Age bracket in years	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
21 – 30	0	0.0	3	13.6
31 – 40	0	0.0	14	63.7
41 – 50	2	33.3	5	22.7
Over 50	4	66.7	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

The study findings show that majority of the head teachers (66.7%) are over 50 years of age, while majority of the teachers (63.7%) are between 31 to 40 years. The researcher also sought to find out pupils' ages and presented the findings in Figure 4.1.

**Figure 4.1 Pupils age**



From the study findings, majority of the pupil respondents (60.3%) were 14 years old while 4.3 percent was 15 years old. These findings imply that pupils were enrolled into school at right time and they were also at ages to be able to know what the researcher sought to know from them.

The researcher sought to find out professional qualification of the teachers and presented the findings in Table 4.3.

**Table 4.3 Respondents' professional qualification**

Qualification	Head teacher		Teacher	
	Frequency	Percent	Frequency	Percent
P1 Certificate	0	0.0	10	45.5
S1 certificate	0	0.0	3	13.6
Bachelor	3	50.0	6	27.3
Post graduate	3	50.0	3	13.6
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

Table 4.3 shows that head teachers had either bachelor degree or post graduate degree as their highest professional qualification while most of the teachers (45.5%) had attained P1 certificate as their highest professional qualification. These findings imply that the teachers were qualified for their teaching job. The researcher also sought to find out the number of years teachers had being in the teaching profession. The findings on their teaching experience were tabulated in Table 4.4.

**Table 4.4 Respondents' teaching experience**

<b>Number of years</b>	<b>Head teacher</b>		<b>Teacher</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
1 - 10 years	0	0.0	9	40.9
11 - 20 years	0	0.0	10	45.5
21 - 30 years	0	0.0	3	13.6
Over 30 years	6	100.0	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

The study findings show that all head teacher had taught for over 30 years while most of the teachers (45.5%) had taught for a period between eleven to twenty years. These findings imply that school heads had being in their teaching profession for a longer time than their teachers. Further, the researcher sought to find out the classes allocated to the teacher respondents and presented the findings in Table 4.5.

**Table 4.5 Teachers' Class allocation**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Class 6	6	27.3
Class 7	7	31.8
Class 8	9	40.9
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.5 shows that most of the teachers (40.9%) who participated in the study were class eight teachers. These findings imply that the teachers who participated in the study were in a position to give valid information.

From the pupils the researcher sought to find out the classes they were in and presented the findings in Table 4.6.

**Table 4.6 Pupil respondents' classes**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>
Six	14	17.9
Seven	34	43.6
Eight	30	38.5
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 4.6 shows that most of the pupils (43.6%) who participated in the study were in class seven, while 38.5 percent were in class eight and 17.9 percent were in class six pupils. Pupils in these classes had been selected by the researcher because they had been in the school longest and were able to read and understand English hence were able to respond to the research tools.

The researcher sought to find out average pupils enrolment in the schools and presented the findings in Table 4.7.

**Table 4.7 Pupil enrolment in schools**

Number of pupils	Boys		Girls	
	Frequency	Percent	Frequency	Percent
1 – 300	5	83.3	0	0.0
301 - 600	1	17.7	6	100.0
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>

From the study findings, there was an average enrolment of six hundred pupils, though in all the school girl child population was higher than that of boys. Then the researcher sought to establish pupil enrolment per class. Teachers' responses on class enrolment were presented in Table 4.8.

**Table 4.8 Pupils class enrolment**

Number of pupils	Boys		Girls	
	Frequency	Percent	Frequency	Percent
40 and below	16	72.7	3	13.6
Above 40	6	27.3	19	86.4
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

Table 4.8 shows that majority of the classes (56.9%) has over forty pupils sitting in a class. The findings also reveal that the girls were more than the boys in classes. These findings reveal that pupils were overcrowded in classes

due to the high number of pupils per class. These findings concur with UNHCR report (2007) that states that following United Nations millennium development goals, the nation enrollment rate in public primary schools was 87% in 2007. Infrastructure of public schools is generally poor resulting in lack of space and overcrowded classrooms limiting the number of refugees who can gain enrolment. In addition, there are water shortages especially during dry seasons.

The researcher also sought to find out the teacher population in the schools and presented the findings in Table 4.9.

**Table 4.9 Teacher population in schools**

<b>Number of teachers</b>	<b>Frequency</b>	<b>Percent</b>
1 – 10	0	0.0
11 – 20	5	83.3
21 – 30	1	17.7
<b>Total</b>	<b>6</b>	<b>100.0</b>

Majority of the head teachers (83.3%) indicated that their schools had between eleven and twenty teacher. These findings imply that the schools had teacher shortages due to high pupil enrolment, thus posing an education challenge. To find out the refugee pupils enrolment in the schools, the researcher sought to find out their numbers in the school and classes and presented the findings in

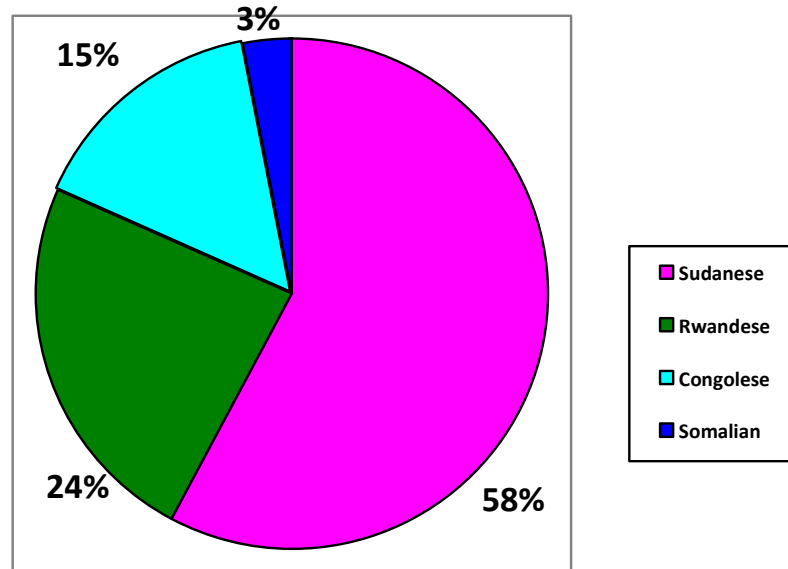
**Table 4.10 Refugee pupils' enrolment**

<b>Number of pupils</b>	<b>Boys</b>		<b>Girls</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
1 – 5	12	54.5	16	72.7
6 – 10	7	31.8	6	27.3
None	3	13.6	0	0.0
<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

Table 4.10 shows that the total number of refugee pupils enrolled in the schools was very minute in regard to the total number of pupils enrolled in the schools. Refugee pupils enrollment girls are more enrolled than boys. This is in line with UNHCR report (2010) that states that many of the refugees do not prioritize education which is viewed as instrumental to self-development. This has left refugee more vulnerable to economic hardships in the city. Further the researcher sought to find out the nationality of the refugee pupils enrolled in the schools. The findings were presented in Figure 4.2.



**Figure 4.2 Nationality of refugee pupils**



From the study finding majority of the enrolled refugee pupils (58%) were from Sudan while 24 percent of the refugee pupils were Rwanda and others came from Congo (15%) and Somalia (3%). These findings imply that most of the pupils originated from non-English speaking countries. This concurs with UNHCR report (2012) that states that Kenya has witnessed a large-scale influx of refugee, mostly triggered by humanitarian crisis in neighbouring countries and hosts 624,873 refugees with 54,383 registered in Nairobi, from neighbouring countries in the region including Somalia, Sudan, Eritrea, Congo (DRC), Burundi, Rwanda and Ethiopia.

#### **4.4 Language of Instruction and integration of urban refugee pupils in schools**

To establish whether the language used in schools hinder integration of refugee pupils in public schools (objective I), the researcher sought to find out the language used in schools and presented the findings in Table 4.11.

**Table 4.11 Language used in schools**

<b>Language</b>	<b>Frequency</b>	<b>Percent</b>
Kiswahili only	0	0.0
English only	1	17.7
Both English and Kiswahili	5	83.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Table 4.11 shows that majority of the schools (83.3%) use both English and Kiswahili as the school communication languages. These findings imply that since not all refugee pupils came from English or Kiswahili speaking countries they were likely to face language barriers in learning. This is in line with Bonfolio (2010) who states that urban refugees face serious problems of integration into society and often rely on other refugees, who may not have the best English language skills. Therefore, the researcher sought to find out the instructional language used in classes and presented the findings in Table 4.12.

**Table 4.12 Class instructional language**

<b>Language</b>	<b>Frequency</b>	<b>Percent</b>
Kiswahili only	0	0.0
English only	3	13.6
Both English and Kiswahili	19	86.4
<b>Total</b>	<b>22</b>	<b>100.0</b>

From the study findings majority of the schools (86.4%) use both English and Kiswahili as their class instruction languages though, no school indicated that Kiswahili as the only class instructional language. These findings imply that the school languages were to a great extent used to communicate to the pupils when teaching.

The researcher sought to find out the frequency of using school language(s) among refugee pupils and presented the findings on Table 4.13.

**Table 4.13 Frequency school language is used among refugee pupils**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Always	17	77.3
Sometimes	5	22.7
Never	0	0.0
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.13 shows that majority of the teachers (77.3%) indicated that refugee pupils use school languages to communicate. These findings imply that refugee pupils are readily integrated into the school communities' right from the uniformity in communication. These findings concurs with Cheng (1998) and Allen (2002) who state that many classroom teachers overlook but people specializing in refugee work quickly recognizes since refugee pupils are assumed to know languages used by host schools.

The researcher sought to find out the respondents' perception on existing complaints of language use among refugee pupils in schools and presented the findings in Table 4.14.

**Table 4.14 Respondents perception on complaints on language use among refugee pupils**

Perception	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Agree	6	100.0	16	72.7
Disagree	0	0	6	27.3
<b>Total</b>	<b>6</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>

From the study findings all the head teachers and majority of the teachers (72.7%) agreed to the notion that there existed complaints on language use among refugee pupils. These findings imply that integration of refugee pupils is faced by language barriers since not all refugee pupils enroll being able to

speak school language(s). The findings are in line with Bonfolio (2010), who argues that urban refugees face serious problems of integration into society and often rely on other refugees, who may not have the best English language skills.

Therefore the researcher sought to find out from the pupils languages spoken before joining their current school and presented the findings in Table 4.15.

**Table 4.15 Language used before joining the current school**

<b>Language</b>	<b>Frequency</b>	<b>Percent</b>
Native country	58	74.4
English	12	15.4
Kiswahili	8	10.2
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 4.15 shows that, majority of the pupils (74.4%) communicated in their native countries' languages while only 15.4 percent communicated in English before joining school. These findings imply that as the refugee pupils are integrated into school systems in their host countries most of them cannot communicate to with host pupils. These findings agree with Cheng (1998), who called upon teachers to learn about the cultures and experience of their international pupils in order to facilitate their acquisition of language and academic skills.

Then the researcher asked the pupils whether they liked the language used in their school and presented the findings in Figure 4.3.

**Figure 4.3 Pupils' passion for the language used in their school**

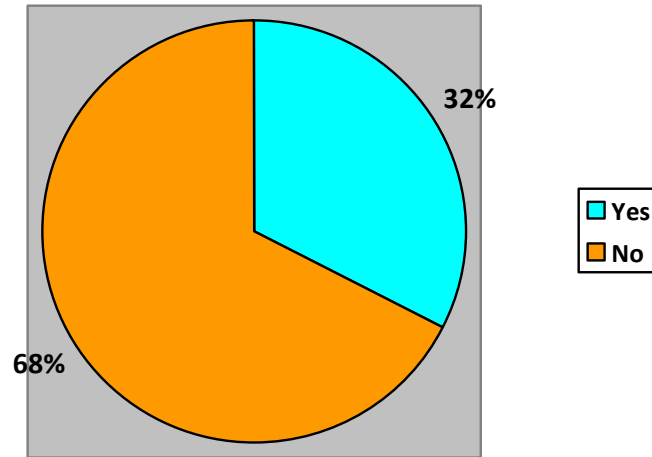


Figure 4.3 shows that majority of the pupils (68%) do not like the language used in their schools. These findings reveal that refugee pupils integrated into the schools do not feel fully acquitted in the schools they are in due to the language used. The findings imply that refugee pupils could feel like they are learning things that do not represent their native homes. The findings are in line with Campey, (2002) who states that it is vital for all pupils in the classroom, including those coming from minority background, see them represented in the curriculum both on a visual degree and a knowledge based degree. The pupils' reasons for the liking of language used in school were presented in Table 4. 16.

**Table 4.16 Pupils’ reasons for their passion for language used in school**

<b>Reasons</b>	<b>Frequency</b>	<b>Percent</b>
Ease communication with others	9	11.6
Not understood	48	61.5
School instructional language	21	26.9
<b>Total</b>	<b>78</b>	<b>100.0</b>

From the study findings, majority of the pupils (61.5%) indicated that they do not understand the languages used in schools. 26.9 percent indicated that they used the school languages since it was a school rule though six percent indicated that these language(s) was easier for them to communicate with other host pupils. The researcher sought to find how teachers coped with language barriers among refugee pupils in their classes. Their responses were presented in Table 4.17.

**Table 4.17 Teachers ways of dealing with language issues among refugee pupils**

<b>Method</b>	<b>Frequency</b>	<b>Percent</b>
Teach refugees languages separately	15	68.2
Combine refugees with non refugees during languages	21	95.5
Offer additional reading materials to refugee pupils	6	27.3
<b>N = 22</b>		

From the study finding majority of the teachers combine refugee pupils with non-refugee pupils during language lessons, though 68.2 percent of the teachers indicated that they teach refugee pupils separately since they are either ragging behind host pupils or supplement to what they had already learnt in class. A minority 27.3 percent indicated that they gave refugee pupils reading materials like story books to improve on their language skills.

#### **4.5 Government Policy and integration of urban refugee pupils in schools**

Government policies are a great consideration towards nation building, this includes the manner in which institutions are conducted and other key decisions they partake that directly or indirectly affect running process. Therefore, the researcher sought to find out policies provided to guide schools (Objective II) in the enrolment of refugee pupils. The findings were presented in Table 4.18.

**Table 4.18 Policies providing guidelines for enrolment of pupils in school**

<b>Policy</b>	<b>Frequency</b>	<b>Percent</b>
Children's Act 2001	6	100.0
Free Primary Education Policy	6	100.0

**N = 6**

The head teachers indicated that they used both Children's Act 2001 on children's rights to education and FPE policy for pupil enrolment in their schools. These findings imply that pupils are admitted into schools in the study area without discrimination since both policies advocate for education



for all children. Then the researcher sought to find out whether refugee pupils are enrolled to school under Free Primary Education policy. The findings were presented in Table 4.19.

**Table 4.19 Frequency of enrolling refugee pupils in Free Primary Education**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Always	4	66.7
Sometimes	2	33.3
Never	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

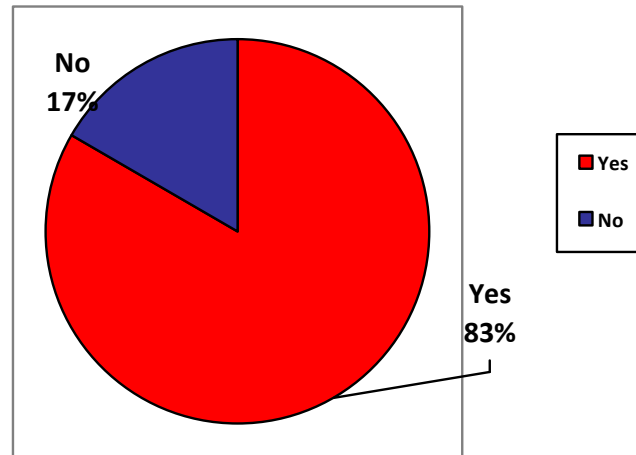
Table 4.19 shows that majority of the head teachers (66.7%) indicated that they always enrolled refugee pupils into their schools. These findings imply that there are refugee school-going-aged-children in the study area and their integration into public schools is vital. Further the researcher sought to find out whether schools' administration asks for refugee mandate of identification from refugee parents before admission of their children. The findings were tabulated in Table 4.20.

**Table 4.20 Frequency of school administration asking for refugee mandate of identification before admitting refugee pupils**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Always	5	82.3
Sometimes	1	17.7
Never	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

From the study findings majority of the head teachers (82.3%) indicated that they requested for identification documents upon admission of new refugee pupils. These findings implied that for refugee pupils to be admitted into schools they are expected to produce their identification documents. These findings concur with UN report (2006) that states that refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate certificate in addition to child's birth certificate. Then the researcher sought to find out from the refugee pupils whether they had birth certificates. Their responses were presented in Figure 4.4.

**Figure 4.4 Pupils responses on their possession of birth certificates**



Majority of the pupils (83.3%) indicated that they had birth certificates, though 16.7 percent indicated that they did not have birth certificates. These findings disagree with Wagacha and Guiney (2008) who states that many refugee children in Nairobi are born in Kenya and do not have birth certificates which hinder their enrolment into public schools in Nairobi. Further the researcher sought to find out whether the teachers were aware of refugee child’s right to education and presented the findings in Table 4.21.

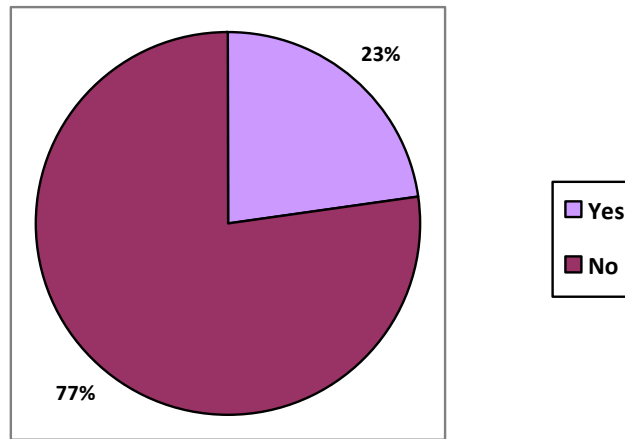
**Table 4.21 Teachers’ awareness of refugee child’s rights to education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	16	72.7
No	6	27.3
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.21 shows that majority of the teachers (72.7%) indicated that they were aware of refugee child’s rights to education. These findings imply that

refugee pupils were in the plight of being treated as equals with the host pupils. These findings disagree with World Refugee Survey (2009), that reported that though the GoK guarantees the right to FPE to both refugees and locals, many refugee lack awareness of their rights and are unable to exercise them, while in some areas, primary schools welcome refugee children, in others they request an ‘admission fee’, often in form of a bribe for the head teacher, who otherwise would find excuses not to admit refugee children. The researcher also sought to find out whether the teachers were aware of the refugee child’s right to protection and presented the findings in Figure 4.5.

**Figure 4.5 Teachers’ awareness on refugee child’s right to protection**



From the study findings, majority of the teachers (77%) and indicated that they were not aware only 23 percent of the teachers were aware of refugee child’s right to protection. These findings imply that teachers were ignorant on their role to protect refugee pupils integrated into their schools. The researcher sought to find out possible measures to improve refugee pupils’ integration in

relation to government policies and presented the respondents' responses on Table 4.22.

**Table 4.22 Measures to improve integration of refugee pupils**

<b>Measures</b>	<b>Frequency</b>	<b>Percent</b>
Free access	5	22.7
Enlighten host pupils on appreciation	6	27.3
Teach National language	8	36.4
Provide more materials	3	13.6
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.22 shows that teachers suggested that teaching national languages in school was a better way of integrating refugee pupils and making them contextualize with the host schools. Other measures like offering free access on admission, enlightening host pupils on refugee children's rights to education and provision of more learning materials were also considered as possible measures to improve integration of refugee pupils. These findings are in line with UN (2006), report that states that although Kenya has agreed that refugee pupils be integrated with the local pupils in public primary schools, the Kenya government policy constrains refugee children's access to education in Nairobi.

#### 4.6 Social Factors and integration of urban refugee pupils in schools

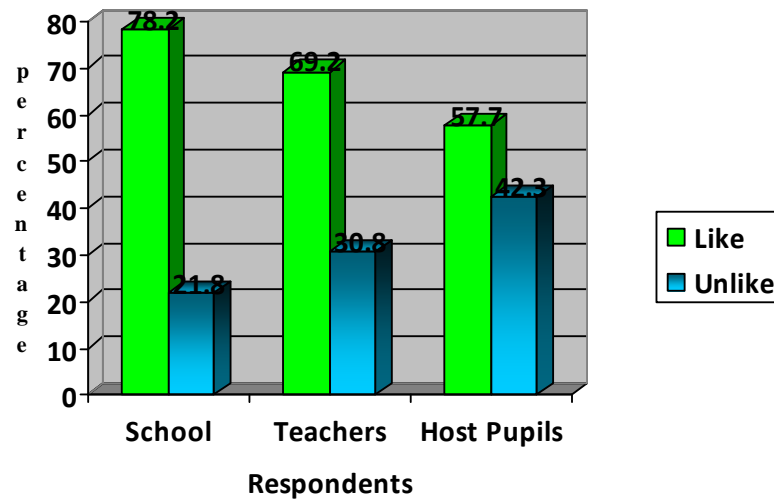
To determine whether refugee pupils social factors (Objective III) influence their integration into learning, the researcher sought to find out the behavior of refugee pupils in school and in class and presented the findings in Table 4.23.

**Table 4.23 Teachers' perception on the behaviour of refugee pupils**

<b>Behaviour</b>	<b>Frequency</b>	<b>Percent</b>
Good	15	68.2
Average	7	31.8
Bad	0	0.0
<b>Total</b>	<b>22</b>	<b>100.0</b>

The teachers indicated that majority of refugee pupils (68.2%) in their classes had good behavior. These findings imply that the refugee pupils were well behaved. These findings are in line with Mc Brian (2005), who states that social well-being of refugees include their overcoming of traumatic experiences, acquiring a sense of safety and adjusting to expectations of the new culture while being able to retain cherished values of the homeland. The researcher then sought to find out the refugee pupils' perception of their school, teachers and host pupils and presented the findings in figure 4.6.

**Figure 4.6 Refugee pupils perception of their school, teachers and host pupils**



From the study findings majority of the refugee pupils (78.2%) liked their schools, teachers (69.2%) and host pupils (57.7%), though many of them were in the prevalence of their teachers to their host pupils. These findings imply that refugee pupils liked their teachers and school more than the host pupils. The pupils were then requested to indicate their reasons for their liking their school, teachers and pupils and the findings were presented in Table 4.24.

**Table 4.24 Refugee pupils' reasons for their liking of schools, teachers and host pupils**

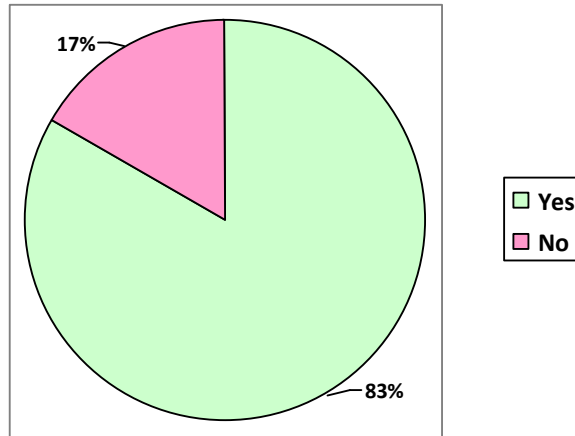
Reason	Schools		Teachers		Host pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Hospitable	22	28.2	42	53.8	15	32.0
Good performance school	46	59.0	12	15.5	41	52.6
Hostile	9	11.5	15	19.2	7	9.0
Discriminative	1	1.3	9	11.5	5	6.4
<b>Total</b>	<b>78</b>	<b>100.0</b>	78	100.0	78	100.0

From the study findings majority of the refugee pupils (52.6%) felt that school academic performance and hospitable environment was the major cause of their liking for their school, teachers and host pupils, though some felt that their schools, teachers and host pupils were discriminative and hostile towards them.

Further the researcher sought to find out whether refugee pupils liked to play with other pupils in school and presented the findings in Figure 4.7.



**Figure 4.7 Refugee pupils responses on whether they prefer playing with other pupils**



From the study findings majority of the refugee pupils (83.3%) liked playing with host pupils though the pupils who felt that the host pupils were discriminative avoided playing with them. Further the researcher sought to find out the refugee pupils reaction to verbal assaults from host pupils and presented the findings in Table 4.25.

**Table 4.25 Refugee pupils’ reaction to verbal assaults from host pupils**

<b>Reaction</b>	<b>Frequency</b>	<b>Percent</b>
Ignore them	45	57.7
Revenge	13	16.7
Not assaulted	20	25.6
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 4.25 shows that majority of the refugee pupils (57.7%) indicated that host pupils do no assault them verbally, while 25.6 percent indicated that they

are not insulted by the host pupils. 16.7 percent revenge by either abusing back or in fights. These findings reveal that refugee pupils mainly give a deaf ear to the harsh conditions fate brings them into.

The researcher sought to find out whether host pupils share textbooks and other learning facilities with refugee pupils without discrimination and presented the findings on Table 4.26.

**Table 4.26 Frequency of host pupils sharing learning facilities with refugee pupils without discrimination**

Frequency	Frequency	Percent
Always	19	86.3
Sometimes	3	13.6
Never	0	0.0
<b>Total</b>	<b>22</b>	<b>100.0</b>

According to the teachers majority of the pupils (86.3%) always share their learning facilities with refugee pupils. These findings imply that refugee pupils are mainly treated as equals with host pupils. The researcher sought to find out the extent to which social status of refugee pupils affects their integration and presented the findings on Table 4.27.

**Table 4.27 Head teachers’ responses on whether refugee pupils’ social factors affects their integration**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Great extent	5	83.3
Little extent	1	16.7
Not at all	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

From the study findings majority of the head teachers (83.3%) indicated that refugee pupils’ social status negatively affects their integration into public primary schools. These findings imply that refugee pupils are withdrawn and traumatized from their past experience during war/conflict in their home countries. This greatly affects their integration as they have not yet recovered from the psychological trauma faced earlier in life.

**4.7 Economic Factors and integration of urban refugee pupils in schools**

To establish whether refugee parents’ economic status (Objective IV) the researcher sought to investigate their economic status and the head teachers’ responses were presented in Table 4.28.

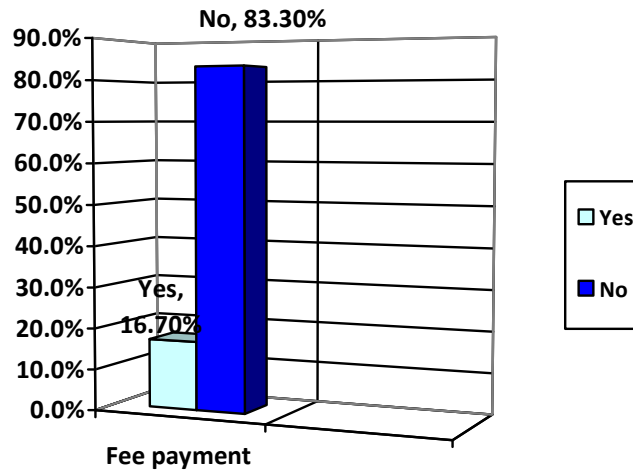
**Table 4.28 Head teachers responses on refugee parents' economic status**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Poor	5	82.3
Middle class	1	17.7
Rich	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

From the study findings majority of the refugee parents were poor while only 17.7 percent of them lived a middle class life and none indicated they were rich. These findings implied that refugee parents could not afford their children's basic needs let alone their educational needs. These findings concurs with Dix (2006), who states that Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees.

Then, the researcher sought to find out whether refugee parents are able to provide uniform and textbooks for their children and the findings were presented in Figure 4.8.

**Figure 4.8 Refugee parents’ ability to provide textbooks and uniform**



Majority of the refugee pupils (83.3%) indicated that their parents were not able to provide for their textbooks, uniforms and other school needs. These findings imply that provision of learning resources was a challenge to integration of refugee pupils. These findings were in line with Sommers (1999) who reveals that parents who could not afford school levies, school uniforms and stationary did not enroll their children for formal schooling. The researcher sought from the pupils whether their parents were alive and presented the findings in Table 4.29.

**Table 4.29 Pupils’ responses on whether their parents were alive**

Frequency	Frequency	Percent
Yes	75	96.2
No	3	3.8
<b>Total</b>	<b>78</b>	<b>100.0</b>

Majority of the pupils (96.2%) indicated that their parents were alive. These findings imply that majority of the refugee pupils were born in the country. Further, the researcher sought from the pupils whom they lived with and their responses were presented in Table 4.30.

**Table 4.30 Pupils’ responses on whom they lived with**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Parents	68	87.2
Guardians	10	12.8
Siblings	0	0.0
<b>Total</b>	<b>78</b>	<b>100.0</b>

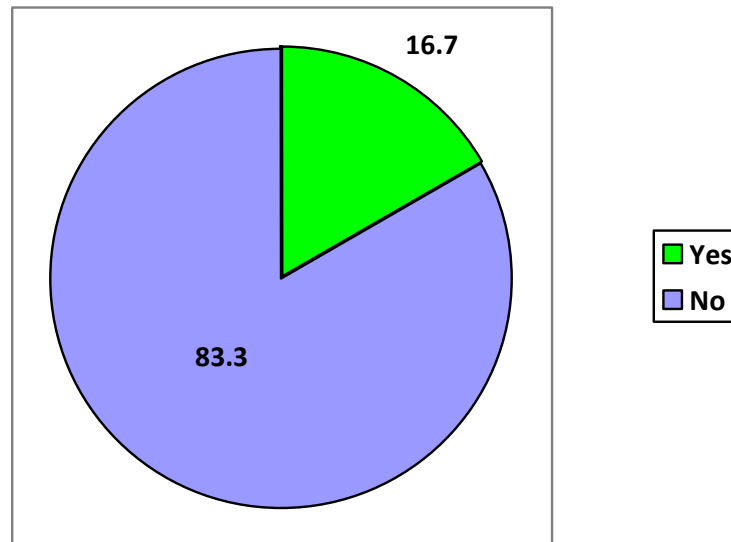
Majority of the pupils (87.2%) indicated that they lived with their parents. These findings reveal that refugee families in the study area lived with their nuclear families though 12.8 percent of the pupils lived with relatives or guardians. The researcher sought to find out whether the economic status of refugee parents affects refugee pupils’ integration and presented the findings in Table 4.31.

**Table 4.31 Head teachers' responses on refugee parents' economic status affect pupils' integration**

<b>Frequency</b>	<b>Frequency</b>	<b>Percent</b>
Great extent	5	83.3
Little extent	1	16.7
Not at all	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

Table 4.31 shows that majority of the refugee families (83.3%) economic factors greatly affect integration of refugee pupils in public primary school. These findings imply that refugee families lived in poverty and are not able to meet their basic needs. These findings are in line with Wagacha and Guiney (2008), who states that refugee parents face economic challenge of providing learning materials for their children enrolled in formal schools offering free primary education. It is further noted that these challenges are compounded by refugee parents without formal employment. The researcher sought to find out from the pupil whether their parents were employed and presented the findings in Figure 4.9.

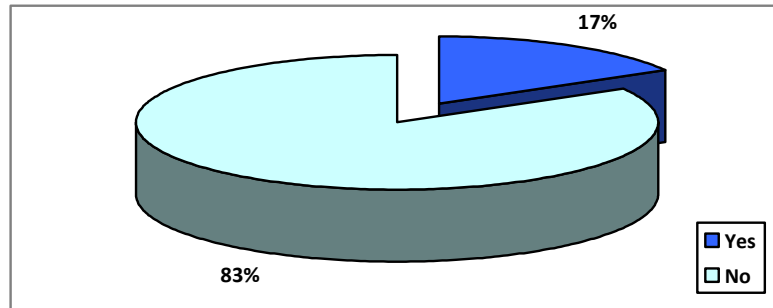
**Figure 4.9 Pupils' responses on whether their parents were employed**



Majority of the pupils (83.3%) indicated that their parents were not employed. These findings imply that majority of the refugee parents are not able to meet their dairy needs. These findings are in line with Karanja (2010), who observes that Sudanese refugees face more barriers than Somalia and Congolese who are more entrepreneurs. This implies that the ability of refugee parents to sustain their economic needs depends on their interpersonal skills tailored at meeting basic needs. Thus, those without such skills find it challenging to provide learning support for their children. The pupils were requested to indicate whether their parents paid their school fees. Their responses were tabulated in Figure 4.10.



**Figure 4.10 Pupils' responses on whether their parents paid school fees**



From Figure 4.10 majority of the parents (83%) are not able to pay school levies and other fees related payments. These findings imply that refugee pupils are hindered from enrolling and when enrolled they are not retained in school due to lack of levies charged in schools that their parent cannot meet. These findings are in line with Pavanello, Elhawary and Pantuliano (2010) found out refugees without formal employment dependent heavily on their members of their ethnic communities for support. In this case, those with children to be enrolled in formal schooling system also expected their hosts to shoulder the burden. Under such situations, some children may not be enrolled where financial resources are meager.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

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

#### **5.2 Summary of the study**

The purpose of the study was to investigate the factors influencing integration of urban refugee pupils in public primary schools in Dagoretti division Nairobi County, Kenya. The objectives were to determine whether language of instruction, government policy, social factors and economic factors influence integration of urban refugee pupils. This study adopted the Integration Theory of Ager and Strang's (2008). The study adopted a descriptive survey design. The target population of the study comprised of 12 public schools, thus 12 head teacher, 240 teacher and 450 class 6, 7 and 8 pupils. Simple random sampling was used to select half of the schools. The head teachers of the sampled schools were to participate in the study, 20% of pupils and 10% of teachers. The sample size comprised of 6 public schools, where by 6 head teachers, 24 teachers and 90 pupils were used. Questionnaire tools were adopted to collect the data from head teachers, teachers and refugee pupils. Test- retest method was used to test the reliability of the tools. A total of 106 questionnaires were returned, a questionnaire return rate of 88.3% was achieved which was deemed very good for data analysis. The data collected was analyzed both qualitatively and quantitatively.

The study's demographic information gave an insight on the respondents' characteristics, thus the study findings 66.7 percent of the schools are headed by male head teachers, though majority of the teacher (63.6%) and pupil population (60.3%) are female. 66.7 percent of the head teachers are over 50 years of age, while majority of the teachers (63.6%) are between 31 to 40 years and majority of the pupil respondents (60.3%) were 14 years old while 4.3 percent were 15 years old. Head teachers had either bachelor degree or post graduate degree as their professional qualification. Most of the teachers (45.5%) had attained P1 certificate as their highest professional qualification. All head teacher had taught for over 30 years while most of the teachers (45.5%) had taught for a period between eleven to twenty years. Most of the teachers (40.9%) who participated in the study were class eight teachers while 43.6 percent of the pupils who participated in the study were from class seven. Majority 83.3 percent of the schools had an average enrolment of six hundred pupils, though in all the school girl child population was higher than that of boys. Majority of the schools (56.9%) has over forty pupils sitting in a class. Pupils were overcrowded in classes due to the high average pupils' ratio per class. Majority of the schools (83.3%) indicated that their schools had between eleven and twenty teacher. The ratio of refugee pupils enrolled in the schools was very low in regard to the total number of pupils enrolled in the schools. Majority of the enrolled refugee pupils (58%) were from Sudan while 24 percent were from Rwanda.

On the first research objective, majority of the schools (83.3%) use both English and Kiswahili as the school communication languages and also as

their class instruction languages. These findings implied that since not all refugee pupils came from English or Kiswahili speaking countries they were likely to face language barriers in learning. Though majority of the teachers indicated that refugee pupils use school languages to communicate. All the head teachers and majority of the teachers (72.7%) agreed to the notion that there existed complaints on language use among refugee pupils. However, majority of the pupils (74.4%) communicated in their native countries' languages before joining school and majority of them (68%) do not like the language used in their schools since 61.5 percent of the pupils do not understand the languages used in schools. 26.9 percent indicated that they used the school languages since it was a school rule to though six percent indicated that these language(s) was easier for them to communicate with other host pupils. 95.5 percent of the teachers combine refugee pupils with non-refugee pupils during language lessons, though 68.2 percent of the teachers indicated that they teach refugee pupils separately since they are either lagging behind host pupils or supplement to what they had already learnt in class. Furthermore, 27.3 percent indicated that they gave refugee pupils reading materials like story books to improve on their language skills.

On the second research objective head teachers indicated that they used both Children's Act 2001 on children's rights to education and FPE policy for pupil enrolment in their schools. Pupils are admitted into schools in the study area without discrimination since both policies advocate for education for all children.

Though, majority of the head teachers (66.7%) indicated that they always enrolled refugee pupils into their schools. However, majority of the head teachers (82.3%) indicated that they requested for identification documents upon admission of new refugee pupils. Majority of the pupils (83.3%) indicated that they had birth certificates, though 16.7 percent indicated that they did not have birth certificates. However, majority of the teachers (72.7%) indicated that they were aware of refugee child's rights to education though, majority of the teachers (77%) indicated that they were not aware of refugee child's right to protection. 36.4 percent of the teachers suggested that teaching national languages in school was a better way of integrating refugee pupils and making them contextualize with the host schools. Other measures like offering free access on admission (22.7%), enlightening host pupils on refugee children's rights to education (27.3%) and provision of more learning materials (13.6%) were also considered as possible measures to improve integration of refugee pupils.

The third research objective 68.2 percent of the teachers indicated that majority of refugee pupils in their classes has good behavior in school and in class. From the study findings majority of the refugee pupils liked their schools (78.2%), teachers (69.2%) and host pupils (57.7%), though many of them were in the prevalence of their teachers to their host pupils. 59 percent of refugee pupils felt that school academic performance and 28.2 percent were hospitable environment was the major cause of their liking for their school, teachers and host pupils, though some felt that their schools, teachers and host pupils were discriminative and hostile towards them. They liked playing with

host pupils though the pupils who felt that the host pupils were discriminative avoided playing with them. Majority of the refugee pupils (83.3%) indicated that host pupils do no assault them verbally, while 25.6 percent indicated that they are not insulted by the host pupils. 16.7 percent revenge by either abusing back or in fights. According to 86.3 percent of the teachers, majority of the pupils always share their learning facilities with refugee pupils, though majority of the head teachers (83.3%) indicated that refugee pupils' social status negatively affects their integration into public primary schools. Thus refugee pupils are withdrawn and traumatized from their past experience during war/conflict in their home countries. This greatly affects their integration as they have not yet recovered from the psychological trauma faced earlier in life.

Finally research objective IV majority of the refugee parents (82.3%) were poor while only 16.7 percent of them lived a middle class life and none indicated they were rich. Therefore refugee parents could not afford their children's basic needs let alone their educational needs. 83.3 percent of the refugee pupils indicated that their parents were not able to provide for their textbooks, uniforms and other school needs. However, majority of the pupils (96.2%) indicated that their parents were alive. Thus majority of the refugee pupils were born in the country. Majority of the pupils (87.2%) indicated that the lived with their parents and 12.8 percent of the pupils lived with relatives or guardians. Refugee families lived in poverty and their economic status greatly affected their children's integration into schools and majority of the pupils (83.3%) indicated that their parents were not employed. Therefore

majority of the parents are not able to pay school levies and other fees related payments.

#### **5.4 Conclusions of the study**

Based on the study findings the study came up with the following conclusions: School in host countries use their national languages that may not necessarily be the national language used in refugee pupils home countries enhances affecting integration of refugee pupils into their host country schools. Governments play a vital role in the livelihood of the refugee population within its boundaries and children's rights are no exception regardless of the nature of circumstances that the refugee pupils find themselves in. Refugee pupils need to be handled with caution due to the hard times they have face as they flee from their war-torn countries they are supposed to be treated equally with other children. The refugee parents need to be encouraged to take jobs and even engage in business so as to meet the basic needs of their families including their children'

#### **5.5 Recommendations from the study**

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i. Teachers need to offer remedial lessons on language to refugee pupils who are lagging behind host pupils especially them from non-English speaking countries

- ii. The government needs to come up with better ways of admitting refugee pupils into schools since during fleeing refugees were not in a position to carry their identification documents.
- iii. School administration should enforce strict discipline to ensure that refugee pupils don't suffer abuse from host pupils
- iv. School community should put up measures to boost teaching and learning facilities in schools for smooth learning of all children.

### **5.6 Suggestions for further research**

The researcher suggests that;

- i. A similar study to be replicated in other urban setting with higher numbers of refugee pupils.
- ii. A study to be carried out to find out the effect of refugee pupils discipline on their retention in public schools.
- iii. A study to be carried out of the influence of instructional language on the performance of refugee pupils in public primary schools.



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**APPENDICES**

**APPENDIX I**

**LETTER OF INTRODUCTION**

Mibey Anne Chepkemoi,  
University of Nairobi,  
Department of Education Planning and Administration,  
P.O Box 30197-00100,  
Nairobi.

The Head teacher..... Primary school.

Dear Sir/Madam,

**RE: Request to collect data through questionnaires in your school**

I am a post graduate student in the University of Nairobi, Department of Education Administration and Planning specializing in Education in Emergencies. I am conducting a study on “Factors Influencing Integration of Urban Refugee Pupils in Public Primary School in Dagorretti Division, Nairobi County”. Your school has been selected to participate in the study.

The content of the data will be for academic purposes. The confidentiality of the respondents will be highly respected.

Thanks in advance.

Yours Faithfully,

Mibey Anne Chepkemoi.

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

Instruction: Kindly provide your responses in the brackets and spaces provided by giving tick [√] or writing respectively. Your responses shall be considered anonymous.

#### Section A: Background Information

1. What is your gender: Male [ ] Female [ ]
2. What is your age bracket: Below 20 [ ] 21-30 [ ] 31-40 [ ]  
41-50 [ ] above 50 [ ]
3. What is your highest Professional Qualification: P1 Certificate [ ] S1 Certificate [ ] Bachelor [ ] Post Graduate [ ] Others (specify).....
4. Teaching experience: Below 0-5 years [ ] 6-15 years [ ] 15-25years [ ] above25.years [ ]
5. How many teachers are there in this school? .....
6. What is the enrollment of this school? Boys.....Girls.....
7. What is the enrollment of refugees in this school? Boys.....Girls.....
8. What is the nationality of refugees enrolled in this school?  
Congolese [ ] Rwandese [ ] Sudanese [ ]  
Somali [ ] Burundi [ ] others (specify).....

#### Section B: Language of Instruction and integration of refugees pupils

9. What languages are used in this school?  
English only [ ] Kiswahili only [ ] Both English and Kiswahili [ ]  
Others (specify).....

10. What languages are used in teaching? Lower middle upper
- |                               |     |     |     |
|-------------------------------|-----|-----|-----|
| a) English only               | [ ] | [ ] | [ ] |
| b) Kiswahili only             | [ ] | [ ] | [ ] |
| c) Both English and Kiswahili | [ ] | [ ] | [ ] |
| d) Others [ ] specify.....    | [ ] | [ ] | [ ] |
11. Have you ever noticed or received complaints about language use among refugee pupils in this school? Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly Disagree [ ]
12. How often is the school language(s) used among refugee pupils?  
Always [ ] Sometimes [ ] Never [ ]
13. Does the government provide alternative languages for learning other than those used officially in this school? Yes [ ] No [ ]

**Section C: Government Policy and integration of refugee pupils**

1. What policies provide guidelines for enrollment of pupils in this school?.....
2. Does your school admit school going age refugee pupils in Free Primary Education (Education policy 2003)?  
Always [ ] Sometimes [ ] Never [ ]
3. Does the school ask for refugee mandate of identification from refugee parents before admitting their children to school (UNHCR, Refugee protection 2009)? always [ ] sometimes [ ] never [ ]
4. Give your opinion based on the following:  
Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly Disagree [ ]

<b>Government Policies</b>	<b>SA</b>	<b>A</b>	<b>S D</b>	<b>D</b>
Teachers are aware of refugee child's right to education (Education For All 2003).				
Teachers are aware of refugee child's right to protection(children act 2001)				
Government provides funds for all development in this school.				
Government provides all teaching and learning materials				

5. What are possible measures that can be used to improve integration of refugee pupils?

.....  
.....

**Section D: Economic Status of Parents and integration of refugees**

6. What is the general economic status of refugee parents in this school in term of income status? Rich[ ] middle class[ ] poor[ ]
7. Refugee parent are able to provide school uniforms for their children always[ ] sometimes [ ] never[ ]
8. Refugee parent are able to provide text books for their children; always[ ] sometimes [ ] never[ ]
9. The school charges extra levies for refugee pupils but most refugee parents are unable to take their children to school. Strongly agree [ ] Agree [ ] Disagree [ ] Strongly Disagree [ ]

10. In what ways does economic status of refugee parents affect integration of refugee learners?.....  
.....

**Section E: Social Status and integration of refugee pupils**

11. How is the behavior of refugee pupils in this school? Good [ ] Bad [ ]

12. How is the interaction of refugee pupils with others pupils?

Good [ ] Average [ ] Poor [ ]

13. How is the interaction of refugee pupils with teachers?

Good [ ] Average [ ] Poor [ ]

14. Do the host pupils and refugee pupils use teaching and learning facilities without discrimination? Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly Disagree [ ]

15. Do the host pupils share their text books in class with the refugee pupils? Always [ ] Sometimes [ ] Never [ ]

16. To what extent does social status of refugee pupils affect their integration?.....  
.....

**THANK YOU FOR YOUR COOPERATION**



### APPENDIX III

#### QUESTIONNAIRE FOR TEACHERS

Instruction: Kindly provide your responses in the brackets and spaces provided by giving tick [√] or writing respectively. Your responses shall be considered anonymous.

##### Section A: Background Information

1. What is your gender: Male [ ] Female [ ]
2. What is your age:  
Below 20 [ ] 21-30 [ ] 31-40 [ ] 41-50 [ ] above 50 [ ]
3. What is your highest Professional Qualification: [ ] P1 Certificate [ ]  
S1 Certificate [ ] Bachelor [ ] Post Graduate [ ]  
Others (specify).....
4. What is your teaching experience? .....
5. Which class have you been allocated this year? .....
6. What is the enrollment of pupils in your class?  
Boys.....Girls.....
7. How many refugee pupils do you have? Boys..... Girls.....
8. What is the nationality of refugees enrolled in this school?  
Congolese [ ] Rwandese [ ] Sudanese [ ]  
Somali [ ] Burundi [ ] others (specify).....

##### Section B: Language of Instruction and integration of refugee pupils

9. What languages do you use in your class? English only [ ]  
Kiswahili only [ ] Both English and Kiswahili [ ]  
Others (specify).....

10. Have you ever noticed complaints about language use among refugee pupils in your class?                      Strongly agree [ ]                      Agree [ ]

Disagree [ ]                      Strongly Disagree [ ]

11. How often is school language(s) used among refugee pupils?

Always [ ]    Sometimes [ ]                      Never [ ]

12. What do you provide for refugees who understand other languages other than those used in the school?

Teach refugees language used in the school separately [ ]

Combine refugees with non refugee pupils during language lessons [ ]

Others (specify) .....

**Section C: Government Policy and integration of refugee pupils**

1. Does your class admit school going age refugee pupils in Free Primary Education (Education policy 2003)?

Always [ ]                      Sometimes [ ]                      Never [ ]

2. Do you ask for refugee mandate of identification from refugee parents before allowing their children in your class (UNHCR, Refugee protection 2009)?

Yes [ ]    No [ ]

3. Are you aware of refugee child's right to education (Education For All 2003)?

Yes [ ]    No [ ]

4. Are you aware of refugee child's right to protection (children act 2001) Yes [ ]                      No [ ]

5. Government provides all teaching and learning materials?  
 Yes[ ] No[ ]
6. What are possible measures that can be used to improve integration of refugee pupils? .....

**Section D: Economic Status of Parents and integration of refugees**

7. Are refugee parent able to provide school uniforms for their children?  
 Always[ ] Sometimes [ ] Never[ ]
8. Are refugee parents able to provide text books for their children?  
 Always[ ] Sometimes [ ] Never[ ]
9. In what ways does economic status of refugee parents affect integration of refugee learners?.....

**Section E: Social Status and integration of refugee pupils**

10. How is the behavior of refugee pupils in this class?  
 Good [ ] Bad [ ]
11. How is the interaction of refugee pupils with host pupils in class?  
 Good [ ] Average [ ] Poor [ ]
12. How is the interaction of refugee pupils with teachers?  
 Good [ ] Average [ ] Poor [ ]
13. Do the host pupils and refugee pupils use teaching and learning facilities without discrimination?  
 Always[ ] Sometimes [ ] Never[ ]
14. Do the host pupils share their text books in class with the refugee pupils? Always[ ] Sometimes [ ] Never [ ]

15. To what extent does social status of refugee pupils affect their integration in this school? .....

**THANK YOU FOR PARTICIPATING**

**APPENDIX IV**

**QUESTIONNAIRE FOR PUPILS**

Instruction: Kindly answers the following questions and write responses in the brackets and spaces provided by giving tick [√] or writing respectively. Your responses shall be considered anonymous.

1. How old are you? .....
2. What is your gender? Male [ ] Female [ ]
3. What class are you in? .....
4. What is your country of origin? .....
5. What language did you speak before joining this school?  
At home.....At school .....
6. Do you like the language used in this school? Yes [ ] No [ ]  
  
Why .....
7. Do you have a birth certificate? Yes [ ] No [ ]
8. Do you like this school? Yes [ ] No [ ]  
  
Why .....
9. Do you like your teachers? Yes [ ] No [ ]  
  
Why .....
10. Do you like all children in this school? Yes [ ] No [ ]  
  
Why .....
11. Do you like playing with other children? Yes [ ] No [ ]  
  
Why .....
12. Do you like learning with other children? Yes [ ] No [ ]  
  
Why .....

13. Do other children say bad things about you? Yes [ ] No [ ]

Why .....

14. How do you respond to such things they say about you?  
.....

15. Are your parents alive? Father Yes [ ] No [ ]

Mother Yes [ ] No [ ]

16. Do you stay with your parents? Yes [ ] No [ ]

17. Do you stay with your guardian? Yes [ ] No [ ]

18. Do your parents provide you with books, pens and uniform?

Yes [ ] No [ ]

19. Are your parents employed? Yes [ ] No [ ]

20. Do your parents pay your school fees? Yes [ ] No [ ]

**THANK YOU.**

**APPENDIX V**

**RESEARCH LETTER OF AUTHORIZATION**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**NACOSTI/P/14/5187/1971**

**24<sup>th</sup> June, 2014**

Anne Chepkemai Mibey  
University of Nairobi  
P.O.Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing integration of urban refugee pupils in public primary schools in Dagoretti Division, Nairobi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31<sup>st</sup> December, 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.



**APPENDIX VI**  
**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. ANNE CHEPKEMOI MIBEY**  
**of UNIVERSITY OF NAIIRIBI, 0-505**  
**nairobi, has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: FACTORS INFLUENCING**  
**INTEGRATION OF URBAN REFUGEE**  
**PUPILS IN PUBLIC PRIMARY SCHOOLS IN**  
**DAGORETTI DIVISION, NAIROBI COUNTY,**  
**KENYA**  
**for the period ending:**  
**31st December, 2014**

**Permit No. : NACOSTI/P/14/5187/1971**  
**Date Of Issue : 24th June, 2014**  
**Fee Received :Ksh 1,000**





*Ann Mibey*  
**Applicant's Signature**

*Moses Githaiga*  
**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 1982**

**CONDITIONS: see back page**