DETERMINANTS OF THE IMPLEMENTATION OF CONFLICT SENSITIVE CURRICULUM FOR REFUGEE YOUTH IN VOCATIONAL CENTRES IN NAIROBI CITY COUNTY, KENYA.

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DECLARATION

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

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This research project is dedicated to my parents Mr Edward Kagacu and Mrs Molly Kagacu, my siblings Irene Wangui, Rahab Gocho and Mahinda Kagachu.

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ABBREVIATIONS AND ACRONYMS

CCPVJ   La Coalición Centroamericana para la Prevención de la Violencia Juvenil. (The Central American Coalition for the Prevention of Youth Violence)

CRC   The Convention of the Rights of the Child

DFID   Department for International Development

EFA   Education For All

INEE   International Network for Education in Emergency

IRC   International Rescue Committee

JRS   Jesuit Refugee Services

MDG   Millennium Development Goals

NGO   Non-Governmental Organisations

NRC   Norwegian Refugee Council.

PPU   Peace Pledge Union

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNHCR   United Nations High Commissioner for Refugees

USAID   United States Agency for International Development

Abstract

The study is based on basis that education is two faced; it can have both positive and negative impact on a society. Historically, education has triggered and fuelled conflict in various countries. Different educational factors that have fuelled conflict are discussed. This study investigated the determinants of the implementation of a conflict-sensitive curriculum for refugee youth in vocational centres in, Nairobi City County. The objectives of the study were: to establish conflict sensitive curriculum has been implemented for the refugee youth in the vocational centres in Nairobi, teachers' competencies influences the implementation of conflict sensitive curriculum, to examine the extent to which teachers' methodologies determines the implementation of conflict sensitive curriculum and to determine the refugees students' attitudes towards the implementation of a conflict sensitive curriculum in the vocational centres in Nairobi. The study adopted The Ecological Theory of Human Development that theorises child development considers the entire ecological system because a conflict sensitive curriculum incorporates all systems that child is in. Participants were selected using census and simple random sampling and the study sampled one key informant, 2 directors, 32 teachers and 52 refugee students. Descriptive statistics were used for data analysis and results presented using tables, pie chart and frequencies. Based on the findings, the study concluded that to a large extent, the conflict sensitive curriculum has been implemented the vocational centres; conflict resolution, human rights, peace education, psychosocial support and work-readiness skills are implemented and the teachers have some knowledge on the these competencies. They integrated and used them frequently in the lessons. The teachers mostly used learners' approaches as a teaching methodology. All the subject offered are relevant to the urban economy and the students' attitudes are positive towards the vocational offered. The study recommends that the sponsors and the government should create production units to improve on employability, provide the graduates with starter kits such as mechanic toolbox or sewing machines in respect to the courses they are doing. They should increase forums with the sponsors and the students to inspire them more and influence their attitude positively. Moreover, there should be more in-service training to the teachers to ensure that the teachers are trained on the conflict sensitive curriculum. The suggestions for further studies on determinants of the implementation of a conflict-sensitive curriculum for refugee youth in educational institutions in Kenya.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Throughout world's history, wars and conflicts have been triggered by various factors; the death of one person, inequitable resources distribution, discrimination of minority groups, colonization among others. Sadly, one notable factor that has ignited a few conflicts in the world is education. Some governments make policies that have led to discrimination and alienation of groups in their countries. This takes place intentionally and unintentionally through acts of commission and omission (Bush & Saltarelli, 2000).

Historically, education has triggered and fuelled conflict in various countries. Different educational factors that have fuelled conflict are discussed. For instance, uneven access to education like Serbia where the number of secondary admissions reserved for the Albanians was reduced. This led to confrontations since education is highly valued commodity (Bush & Saltarelli, 2000). Education could also be used as a weapon of cultural repression, whereby a culturally distinct people lose their identity through policies that erode its language, social-political institutions, cultural values, and religious practices, which was case of Sudan in 1964 after independence. Missionaries' schools in the south were abolished as a result, opposition arose and created guerrilla movements led by Sudan People's Liberation Army, which attacked schools and teachers in effort to free the south from the Arabisation (Stavenhagen,

1990). In some situations, a government constructs a version of history, which elevates the role of a group over others, and suppresses historical events. In Nazi Germany, the mass murder of Jews was intentionally erased to 'normalize' the oppression and inconceivable systematic violence through the schooling system. Eventually Germans internalized rules of exclusion, thereby alienating Jews, non-Catholics, and non-Lutheran Protestants. It has been felt in today's society (Bryan & Vavrus, 2005).

Moreover, a curriculum that promotes militarism and praises war can create a mind-set of solving problems by violence. For instance, the Afghan refugees living in Pakistan were provided with Pro-Mujahedeen textbooks designed to indoctrinate the children to fight against the Soviet occupiers of their country. These books included lessons such as "J is for Jihad" and "K is for Kalashnikov" as well as mathematics problems that used bullets; therefore, children could not have another view other than war (Davis, 2000).

In South Africa, the Soweto uprising in 1976 was by the students in the schools protesting the introduction of Afrikaans as language of instruction that led to the death of 176 students. Besides this, various factors were cited to have led to the uprising such as most students were multilingual and English had been introduced as medium in 1974 hence this overloaded the curriculum. Secondly, there were few qualified Afrikaans language teachers. Thirdly, the preference of English as it was international over Afrikaans. Finally, the philosophy of the Afrikaans nationalism that themed the Afrikaner was chosen by God, this definitely inferiorated the students (Sifosi, 1998;

Weldon, 2009). All this further exacerbate the situation, eventually more students' riots and police brutality led to more deaths into 1978 (Cillie Commission, 1980; Sifosi, 1998). Further, according to United Nations Educational, Scientific, and Cultural Organisation (UNESCO) (1999), the tendency of history textbooks to be manipulated to exalt nationalism, justify tribal origins over non-indigenous communities and address territorial disputes correlates with the xenophobia and violence found in many countries today, since anyone had a right to own land (Weldon, 2009).

Similarly, in the Rwandese context, ethnicity in Rwanda was not distinct but rather a social system. The colonial education manipulated this and incorporated pseudoscientific racism ideologies into the curriculum, which placed the Tutsi above the Hutu (Fujii, 2001; Weldon, 2009). The missionary schools openly discriminated against the Hutu and the Twa especially during admission, where height was a requirement (Booth & Briggs, 2001). This created ethnic hostility and divisions. In the 1950s when the Hutu-led government came to power, they manipulated the content to show the Tutsi abuse of power which was entrenched into learning materials (Fujii, 2001; Weldon, 2009). After the assassination of the President in 1994, it met Rwanda under politically instigated fragmentation and dissatisfied citizens, thus the civil war started exponentially leading to the death of about 800,000 people. One major factor that fuelled the genocide was a politically designed curriculum that was an instrument of social destruction (Obura, 2003).

The Eastern African region has faced numerous protracted conflicts and civil wars. However, Kenya has been in relative peace and economic stability hence many refugees have sought refuge in Kenya. The armed conflicts in the region, have been by different factors such coup d'état in Somalia, inter tribal and clan differences in Somalia and Sudan, imposition of Sharia law and Arabisation in Sudan, fighting over oil and mineral rich resources in Sudan and Congo, indoctrination of the "holy spirit" in Uganda. Other factors are cattle rustling, ethnic cleansing, socio-economic inequalities, and even colonisation (Kameri-Mbote, 2005; Bujra, 2002).

As the people from the conflict-affected countries seek refuge in Kenya, they need an education that acts as conflict prevention and reconciliation measure, promotes humanitarian values such as tolerance, peace and as a bridge from emergency to development (Save the Children, 2006). Conflict-affected countries are in dire need of a culture of peace, social and economic development, and political stability, which cannot be achieved without education (Sigsgaard, 2012). The need to provide curricula that empowers the refugee youth but mitigates its role in conflict becomes very important.

While this is true, refugee youth from conflict-affected countries are characterised by different issues such as being heads of household, disintegrated families, ex-combatants, members of criminal gangs, young mothers, youth with disabilities, and worse still they have missed formal education due to the same issues. Again, they are disenfranchised by Kenyan formal education due its stringent admission requirements. Certainly, engaging these youth in formal education in these contexts is

very complicated and if their context were not considered, it would lead to denial of education and its benefits. For this reason, an alternative, accelerated and flexible education strategies are required, thus vocational training. It becomes the preference for refugee youth due to the issues mentioned. It provides livelihood, promotes positive values, enhances employability, and allows entry to formal education (United States Agency for International Development (USAID), 2013). Most of the refugee youth's vocational training under study are sponsored by the United Nations High Commissioner for Refugees (UNHCR) and facilitate by Jesuit Refugee Services (JRS).

1.2   Statement of the Problem

In the background to the study, the fact that curriculum can have a negative impact on society is evident where it was oppressive, exclusionary and promoted extremism. Curriculum is the key to positive development and it is through it that the refugee youth's personal, socio-political, and economic development can be realised. Likewise, conflict sensitive curriculum help youth integrate into the society, promotes positive values, and mitigates conflict. Nevertheless, vocational training can equally contribute to a violent behaviour if it is not conflict sensitive. It is evident that when youth are in a school, the risk of conflict is lowered. While studies have been done on the success of vocational training and livelihoods programs, no conclusive study has been done on the potential of the vocational training to trigger conflict. For this reason, the study sought to investigate the determinants of the implementation of a conflict sensitive curriculum in vocational training centres in Nairobi City County that

have a high population of refugees' youth. The study aimed at finding out whether the curriculum offered is conflict sensitive. Nairobi City County was suitable since it has the highest population of urban refugees with over 50, 000 and out of this 31.5% are youth (UNHCR, 2013).

1.3   Purpose of the Study

The purpose of the study was to investigate the determinants of the implementation of a conflict-sensitive curriculum for refugee youth in vocational centres in, Nairobi City County.

1.4   Research Objectives

The objectives of the study were:

  i.   To establish the extent to which conflict sensitive curriculum has been implemented for the refugee youth in the vocational centres in Nairobi.

 ii.   To establish the extent to which teachers' competencies influences the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi.

iii.   To examine the extent to which teachers' methodologies determines the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi.

 iv.   To determine the refugees students' attitudes towards the implementation of a conflict sensitive curriculum in the vocational centres in Nairobi

1.5   Research Questions

The following research questions guided this study

i.   To what extent have the conflict sensitive curriculum have been implemented for the refugee youth in the vocational centres in Nairobi?

ii.   To what extent are the teachers' competencies influence the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi?

iii. To what extent do the teachers' methodologies determine the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi?

iv.   What are the refugee students' attitudes towards the implementation of a conflict sensitive curriculum in the vocational centres in Nairobi?

1.6   Significance of the Study

The findings from this study would be of substantive value to the vocational centres that targets refugee youth especially to improve on the vocational curriculum and consequently make it conflict sensitive. It would also help the Ministry of Education in making policies about a conflict sensitive curriculum and promote conflict sensitive strategies. The sponsors JRS and UNHCR would benefit directly by improving on conflict sensitive programs in education in emergencies. The findings would be used as benchmark to other institutions providing vocational training to refugee youths.

1.7 Limitation of the Study

The use of two vocational centres limited the scope of generalisation of the study findings thus confining the findings to the status in vocational centres. The respondents prefer to remain anonymous due to security reasons. This is due to fear of exposing themselves to the authorities, since many of them are in urban areas without proper legal documents. To take care of this, the researcher assured the respondents that the information gathered was for research purpose only. Information from students was not distorted, since English is not their native language, therefore, the researcher verified the responses after the questionnaire were handed in.

1.8 Delimitation of the Study

The study delimited itself to the following; youth vocational centres in Nairobi County which have urban refugee youth. Hence, the findings lack feedback from encamped youth refugees, despite Kenya having both encamped and urban refugees. A conflict sensitive curriculum encompasses various elements but in this study, curriculum, teacher competencies, teaching methodology, and the student's attitudes were the only ones investigated. The conflict sensitive curriculum were confined to conflict resolution, civic education, psychosocial support, peace building, human rights, non-violent alternatives to conflict and participatory methodologies in the vocational training.

1.9 Basic Assumption of Study

The study assumed that:

i. The respondents were honest and responsive to the questionnaires.

ii. The refugee youth access vocational training.

1.10 Definition of Significant Terms

This section defines the significant terms as used in this study.

Conflict refers to both armed and non-armed violence.

Conflict-sensitivity refers to an awareness of the causes of conflict and the likelihood of furthering conflict. This implies that vocational centres have the power to minimise negative impacts and maximise positive impacts of the vocational training curriculum.

Conflict sensitive curriculum refers to is the field of study organised into subjects, knowledge, skills, and values. In this study, it also includes the conflict sensitive competencies, which are human rights, conflict resolution, psychosocial support, civic education, peace education, participatory methodologies, and work-readiness skills.

Teachers' competencies refer to knowledge, trainable skills and abilities that make a teacher be effective, this includes personal, communication and moral abilities. This is acquired during the pre-service training and professional development.

Teachers' methodologies refer to the strategies and styles between students, teachers, and the curriculum. In this study, it is learner-centred approach, which focuses on the student's needs, interests, learning styles and cognitive ability. These are peer-teaching, small group discussions, role-playing, project, practical activities, community services, and debate.

Livelihoods refer to a program that offers enterprise and employability as well as skills that lead to a socially acceptable life.

Urban refugee refers to a refugee settles in the urban centres rather than in a camp-based settlement in search of livelihood opportunity, better living standards, and security.

Vocational training refers to training that emphasizes specific skills and knowledge required for a particular job function.

Youth refer to the period between adolescence into adulthood, thus it captures those who ought to have finished compulsory schooling, are sexually active, and are facing livelihoods issues such as unemployment.

1.11 Organisation of Study

The study was organised into five chapters. Chapter one provide details about the background to the study, statement of the problem, purpose of the study, research objectives and questions, limitations and delimitations of study, basic assumptions of the study and definition of significant terms as applied in this study. Chapter two consist of the literature review that relates to conflict sensitive curriculum, theoretical framework of conflict sensitivity and conceptual framework. Chapter three describe research methodology, which has research design, target population, sample size and sampling procedure, research instruments and their reliability and validity, data collection and analysis procedures. Chapter four consist of data analysis and

discussions of the findings. Chapter five consist of the summary of the findings,

conclusions, recommendation, and suggestions for furthering research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the essential components of curriculum and their relationship to conflict sensitivity. There is a discussion on each of the following: conflict sensitive curriculum, teacher competencies, teachers' methodologies, and students' attitudes. There is also a clear outline on what has been done by other education providers in relation to conflict sensitivity. The chapter also presented the summary of literature review as well as the theoretical and conceptual framework.

2.2   Concepts of a Conflict – Sensitive Curriculum

According to the Inter-Agency Network for Education in Emergencies (INEE, 2010) minimum standards curricula should be "culturally, socially, and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of students" (p. 77). It should build knowledge, skills to prevent and minimize any risks, in this case conflict. A good curriculum should eliminate bias and reinforce equity; likewise, it should recognize diversity, prevent discrimination, and promote respect for all (INEE, 2010).

Furthermore, Article 29 of the Convention of the Rights of the Child (CRC) provides for education directed to the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples. All these guiding principles of education forms the elements and content of a conflict sensitive curriculum.

To understand curriculum and its role in conflict, it is essential to appreciate its nature. Although curriculum has numerous definitions, envisaging different perspectives, a definition that holds for this study is "curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' continuous and wilful growth in personal social competence" (Tanner & Tanner, 1980, p. 13).

Another fundamental of understanding curriculum and its effects is the differences between the intended and the hidden curriculum. An intended curriculum represents the formal instructions, sanctioned by the state. Similarly, any intended curriculum will have a hidden curriculum, which is not a product of conscious intention but rather the unintended development of values and beliefs through the auspices of school. Both curricula will have unprecedented effect on students positively and negatively. A good intended curriculum will produce holistic persons as unintended learning occurs (Glatthorn, Boschee, Whitehead, & Boschee, 2012).

According to the INEE minimum standards (2010), curriculum should have the core competencies; functional literacy, numeracy, and life skills. Vocational training subjects must have integration with thematic issues that relate to conflict and enhance social cohesion; this is a conflict-sensitive curriculum. As an illustration, a subject like English could use writing skills to express their opinions about present and future conflict resolution, while in science relate the scientific process of analysing,

evaluating evidence, and making predictions to social issues and importance of education (Peace Pledge Union (PPU), 2014).

The vocational training should be devoid of conflict-inciting content, content that can re-traumatise, should have gender-balanced illustrations, and devoid of stereotypes (PPU, 2014; INEE, 2010). An ideologically loaded content gives the troubled and traumatised youth a chance to heal and deal with the past injustice without which the youth become vulnerable to indoctrination, militarisation, and radicalisation. This is evident in Kenya, as youth want to fight for 'justice', revenge and reiterate against any authority (Daily Nation, 2014), because they feel disaffection with socio-political, economic, and religious systems. The youth are even at greater risk of non- armed conflict violence such as sexual and gender-based (Wessells, 1997).

In the INEE minimum standards (2010), and Minimum Economic Recovery Standard after Crisis (2010), recommends that a relevant curriculum particularly should equip the youth with work-readiness ethics such as computer literacy, communication, interview and job search skills to improve their employability. This reduces conflict that would arise in the workplace. Furthermore, by modelling the curriculum content to fit into these issues; post-conflict context, urban economy, and high illiteracy relates to conflict-sensitivity. The curriculum content should be contextualised to suit the urban refugee that is an urban economy, and entrepreneurship (Boothby, Crawford, & Halperin, 2006).

In the words of Nicolai (2002), "What Should Children Learn?" emphasises three important skills; survival skills – 'learning to live', development skills – 'learning to be' and academic skills – 'learning to learn' (Nicolai, 2002 p.24). They are essential in any learning process. This implies the vocational training curriculum should have the skills that contribute to the youth sense of themselves and interaction within a community. In addition, 'learning to live' implies access to knowledge and skills that helps the youth to cope with conflict. Indeed the following components should be integrated into the curriculum content; diversity and cultural sensitivity and conflict analysis. The integration of these skills ensures that vocational training is conflict sensitivity.

As an illustration, how contextualisation should be linked to conflict-sensitivity was a Norwegian Refugee Council (NRC) partnership with a local NGO, Observatorio para la Paz in Colombia that developed a curriculum that aimed to bringing back youth back into education and addressing the culture of violent conflict resolution. They developed "the High School of Peace Programme" where the partners involved the community to gain acceptance, provide psychosocial support and emphatically integrated conflict resolution content into the lessons; they discussed and resolved community issues (Rodriguez, 2011). The Kosovo Youth for Democracy and Peace Building Project incorporated civic education in the curriculum content and significantly, youth had an increased awareness about participatory democracy and respect for human rights (Rea, 2011). Youth in Afghanistan studied civic engagement and education, conflict mediation and peace building in their Right to Play program

reported to have better anger management and non-violence approach to conflict (Blattman & Annan 2011).

2.3 Teachers' Competencies and Implementation of a Conflict Sensitive Curriculum

Teacher training programs provides an educator with knowledge, skills, and experiences that are necessary for teaching. Research shows that there is a positive correlation of a good teacher with a good student, hence it is important to ensure the training equips a teacher with all tools that enhance students' achievements (USAID, 2013).

> *The importance of teacher training for restoring nurturing developmental opportunities cannot be overstated with the protection and psychosocial needs of children in mind, trained teachers communicate critical lifesaving message to children, model caring adult behaviour and help re-establish children trust and have the potential to create a climate in the classroom that helps children heal (International Rescue Committee ((IRC), 2000,* p. 3).

The teacher training in the pre-service period represent an opportunity to instil conflict-sensitivity and learner-centred approaches since studies shows that teaching approaches acquired in the first five years of practice tend to become the teaching styles of that particular teacher (Johannessen as cited in IIEP: UNESCO, 2006). The training content includes competencies such as cultural sensitivity, human rights, and a code of conduct that each teacher abides by (INEE, 2010).

When the teacher begins to practice then the professional support offered is equally important, it ensures the standards are maintained, continuum of good pedagogical practices, renewed knowledge, and skills pertaining to their subject. Further, providing teachers with teachers' manuals and materials reduces the frustrations (IRC, 2004). Hence, the teachers are ready to teach and enthusiastic. According to an IRC (2007) study in post-conflict Liberia, there is reciprocal relationship between teachers' well-being and quality of education and lack of it can be a trigger factor to conflict. In another project in Liberia by NRC, that targeted the youth who mistrusted with their community and had be through the armed conflict, meant teachers had to be trained and base their instruction on the knowledge of predictable life structure and routine, promote intergroup acceptance. These were essential to counteract the disruption caused by conflict. As the project went on many youth acquired a new identity as they learnt vocational skills, notably during that time crime rate decreased (Morberg & Johnson – Demon, 2009).

This study seeks to investigate the implementation of a conflict sensitive curriculum that is critical to ensure a conflict-free environment and produce a socially acceptable and employable youth.

2.4 Teachers' Methodologies and Implementation of a Conflict Sensitive Curriculum

Pedagogy is the science of teaching, which comprises of various components that are important to the total learning experience of students, how teachers are teaching,

instructional approaches, and language of instruction. It is important to use the language of refugee youth and provide them with a language that enhances their livelihood. The classroom instruction should be learner-centred, it allows the student to discover knowledge and matches the students' needs (INEE, 2010). Conventionally, teachers have been the source of knowledge, authority of the subject, a controller of learning environment and outcomes. However, there is an increased awareness of learner-centred methodology where the learning process and outcome mainly relies on the student cognitive ability with the guidance and facilitation of the teacher. It implies teaching is helping someone know and understand something they do not know (Schrader, 2013).

Teachers play a critical role in the lives of children and youth affected by conflict and disasters. Teachers become a force in the healing process of youth faced with traumatic experience and act as a peace pacify to political indifferences. For this reason, the methodology should be grounded in principles of child protection, and child-centeredness (Shriberg, 2007). Youth from conflict regions equally face livelihood issues in addition to traumatic experiences, hence when receiving a vocational training, protection and psychosocial needs are key instruments in the healing process. Therefore, teachers while teaching should offer lifesaving messages and skills that give the youth a positive frame of mind (Winthrop & Kirk, 2008). Additionally in a post conflict-context, teaching should related and be sensitive to conflict trigger factors (Paulson, 2011). This will be conflict-sensitive approach in classroom teaching.

In Colombia, a collaboration between NRC and a local NGO, Observatovio para la Paz targeted youth affected by armed drug conflict by incorporating conflict resolution techniques in the lessons. The students selected an issue affecting their community then using participatory discussion, as the teachers encouraged participation of marginalised groups, the youth provided and presented the resolutions to the community to adapt them (Rodriquez, 2011). In another program that targeted the Liberia's ex-combatants where they participate in a reintegration and agricultural livelihood program credited the one to one counselling as the element that helped them to feel more positive and refrain from violent behaviour (Blattman & Annan, 2011)

2.5 Students' Attitudes towards a Conflict Sensitive Curriculum

Being in school can collectively shape children's well-being into four different ways: firstly, a return to normalcy through a routine. Secondly, a mechanism for socialisation by providing a place to find and meet other youth facing the same issues. Thirdly, the provision of a nurturing environment since school programming should be linked to other important programs like health, and life skills. Finally, an instrument for coping and hoping by creation of healing classrooms and child–friendly environment (Winthrop & Kirk, 2008). A rehabilitive programme for former child soldiers in Mozambique had one objective to re-establish self-regulatory processes. By initiating a range of activities from team sports to choreographed dance, music and group art for the purpose of encouraging cooperative, synchronized and group-oriented behaviours.

Therefore, this study would like to research on how the student views their school, and vocational training. Youth who are traumatised can become productive citizen as they are resilient and can restructure though this happens if the environment (school) is safe, nurturing, and positive. In a longitudinal study done in the US show that youth who stayed in the school are half as likely to engage in violence as those who were not in school (Blum, 2006 as cited in USAID, 2013).

2.6 Summary of Literature Review

In summary, the literature review looks at a conflict sensitive curriculum and, teachers' competencies and how they relate to conflict sensitivity. It also discusses the teachers' methodologies ensure learner-centred approaches and finally the students' attitudes towards conflict sensitivity curriculum and how it contributes to a student's positive development. Many of the vocational training programs that targeted youth from the conflict context reported of its positive effect on the youth but did not evaluated the nature of the curriculum and its potential to exacerbate conflict. Hence, the need to determine whether the vocational training for refugee youth in Nairobi County is conflict sensitive.

2.7 Theoretical Framework

The Ecological Theory of Human Development by Urie Bronfenbrenner (1979) who argues that to understand human (child) development one must consider the entire ecological system in which growth occurs guides conflict sensitivity in education. This system is sub-divided into micro systems; immediate environment such as

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child's body, family, school, and physical environment to the macro systems, which are culture, economy, and socio-political structure. He points out the significance of the environment, as the developing person perceives it as what matters for development. It emphasis that development depends on the interaction of the persons with their physical and social environment including cultural and political setting (Bronfenbrenner, 1979). It also sees the reciprocal interaction between the subsystems where one system is in conflict with the other then the entire system is unstable and consequently produces a child that is not fitting into the society.

In mid-2000s, Central America was under control of armed gangs and drug cartels comprised of youth, repressive state sponsored law enforcement had been applied but it was ineffective. Hence in 2005 a civil society, La Coalición Centro Americana para la Prevención de la Violencia Juvenil (CCPVJ) was founded, which utilised the Bronfenbrenner's ecological model as a tool for the understanding the multiple levels in which youth functioned and recognised that all the ecosystems are important to development of violence protection. They realised the violence was contributed by poverty, exclusion, access to weapons, US deportation policies, which were the subsystems that youth developed in, hence the interventions, focused on each subsystem, which produced different types of strategies. Overall, the CCPVJ recognised that intervening at multiple levels was more likely to produce greater benefits than simply targeting a single level within the system (Hoffman, Knox, and Cohen, 2011). Its implication to a conflict sensitive curriculum is that education providers should know the overall objective is to produce a socially acceptable youth

by creating a nurturing environment, protecting the students physically, cognitively and psychologically as well as fosters societal values and attitudes.

2.8 Conceptual Framework

A conceptual framework is a presentation that shows the coherence through which variables of the inquiry are connected. It provides how the independent variable influences upon the dependent variable of the research and illustrates the outcome. The conceptual framework of this study identifies the variables under study and shows their relationships as indicated in Figure 2.1.
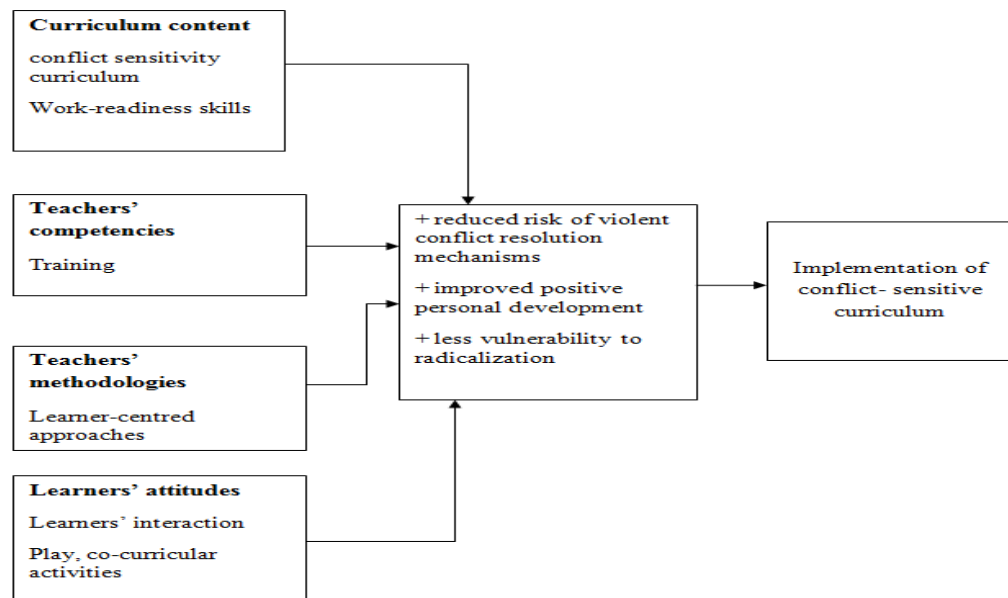
Figure 2.1 A Conceptual Framework Showing the Relationship between the Determinants of the Implementation of a Conflict Sensitive Curriculum in Youth Vocational Centres

The implementation of a conflict sensitive curriculum is the dependent variable, on which the independent variables; a conflict sensitive curriculum, teachers' competencies, teachers' methodologies and student's attitude determine the outcome of the refugee student. As shown in the conceptual framework, the independent variables directly and indirectly determine the implementation of a conflict sensitive curriculum, which influences the refugee student.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research focus on the methodology to be used in the study, which is organised into the following sub-headings research design, target population, sample size and sampling procedures, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study adopted a survey design as the research design. According to Kothari (2004), a survey method is suitable to collect data from large number of respondents at particular time and it yields a lot of information. Secondly, a survey design collects both qualitative and quantitative data, which is important in this study. Since, the purpose of the study is to establish the processes and relationships that influence the phenomenon in the current conditions. This research design was suited for this study since the population was small and it allowed the researcher to use several data instruments.

3.3 Target Population

Mugenda and Mugenda (2003) define a target population as the entire group of individuals, events, or objectives having common observable characteristics. Hence, the target population in this study consisted of two vocational centres. They had a

population of two directors, 32 teachers, and 100 students. The students are 48 of the

host community students and 52 refugee students as illustrated in Table 3.1.

3.4 Sample Size and Sampling Procedures

The researcher used a census, for the entire population of refugee students and

directors. A census is done usually because it is possible to test and enumerate every

single individual in the population (Kothari, 2004). In this case, the entire population

of the director, teachers and refugee students was small as shown in Table 3.1. It is

inexpensive and requires a short time to select a sample size.

Table 3.1 Target Population and Sample Size

Target population	Total population	Sample size	Percentage %
Directors	2	2	100.0
Teachers	32	32	100.0
Refugee students	52	52	100.0
JRS key informant	1	1	100.0

As shown in Table 3.1 the entire population was sampled to achieve a desirable level

of precision and information.

3.5 Research Instruments

The data from the refugee students was collected by use of structured questionnaire.

Orodho (2009), states that a questionnaire has the ability to collect a large amount of

information data in a reasonably quick time. Structured questionnaire is good, since results are easily quantified for analysis (Kothari, 2004). Kombo and Tromp (2006) urges that structured interviews have advantages of high reliability of the information and allows further probing. The students' questionnaire had four sections that were demographic data, implementation of conflict sensitive curriculum, teachers' competencies their influence on implementation of conflict sensitive curriculum and student attitudes towards a conflict sensitive curriculum. Likewise, the teachers' questionnaire had for section that were demographic data, implementation of conflict sensitive curriculum, teachers' competencies and implementation of conflict sensitive curriculum, and teachers' methodologies and implementation of conflict sensitive curriculum . An interview guide was used to collect data from the Directors to seek information about the centre and a key informant from JRS who are the main sponsors of the refugee students. It is important to record the interview to minimise biases that occur via subjective note taking (Kothari, 2004). An observation guide for the physical learning facilities was used to collect data from the learning environment and activities. The researcher participated in the learning processes and observed the learning environment.

3.6   Instruments Validity

Validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study (Borg & Gall, 1989). To improve on the instrument validity, the researcher conducted a pilot study on in another vocational centre. The aim is to check the clarity of the questions, eliminate vagueness, and

relevance of information sought. The content validity is the degree of research instruments to measure the phenomena under study (Kothari, 2004). In order to ensure content validity, the research instruments were presented to test and measurement experts who helped match the items in instruments with research questions. Once this was done, the items of the instruments were improved based on the experts' advice.

3.7   Instrument Reliability

According to Kombo and Tromp (2006), reliability refers to the consistency of an instrument to generate similar result every time it is used. To enhance this, the researcher used test – retest method, which involves administering the same instrument to the same respondents and comparing the responses. The researcher administered the questionnaire to the same respondents twice within an interval of one week. The two sets of score were regressed using the Pearson Product Moment correlation formula, to determine the correlation coefficient (r) between the two sets of scores.

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

where
r = Pearsons' correlation coefficient
x = values in first set of data
y = values in second set of data
n = total number of values

A correlation coefficient of 0.8 was established for both the teachers and students questionnaires. According to Mugenda and Mugenda (2003), reliability coefficient

above +0.6 is satisfactory for instrument reliability. Therefore, the research instruments were reliable.

3.8 Data Collection Procedures

The researcher obtained a letter of introduction from the university and a research permit from the National Commission for Science, Technology, and Innovation. The researcher visited the vocational centre administration and their sponsoring agency to obtain permission for the study. The researcher administered the questionnaires and interviews. The questionnaires were completed immediately and prior arrangement was made through the Directors' office on when the students could be available. The researcher also sent out two requests for Directors' interview and one JRS key informant interview, which all were conducted, therefore, provided the researcher with adequate data for analysis, discussion and for presentation. The learning facilities were observed in two days in different classes. The entire respondent was informed of their confidentiality and privacy.

3.9 Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize, and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after checking out whether all questions have been filled in correctly. Quantitative data was analyzed using descriptive statistics by employing Statistical Package for Social Sciences (SPSS) and the results were presented using tables, pie charts and

percentages to make meaningful conclusions. This was deemed easy in interpretation and convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis, which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and the data analysis of instrument that could not be quantified.

The questionnaire and interview narrative texts were coded and categorised into thematic issues relating to the research objectives. The findings were then reported into broader thematic issues. Tape recordings were fully transcribed then coded. The quantitative data available was tallied and then analysed using descriptive statistics into frequencies and percentages. Data collected from the observation guide was collated according to each item in the guide.

3.10 Ethical Considerations

The study sought to obtain both personal and general information on the refugee youth in vocational centres in Nairobi County. Blaxter, Hughes, & Tight (2001) recommend that a researcher should have an informed consent, and maintains anonymity and confidentiality. This information is sensitive and therefore the researcher assured the respondents that the information was to be treated with confidentiality. The instruments were self administered and not required to indicate personal information that could reveal the participants identity for confidentiality assurance.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1   Introduction

This chapter presents data analysis, interpretation, presentation and findings of the study. The general objective of the study was to investigate the determinants of a conflict-sensitive curriculum implementation for refugee youth in vocational centres in, Nairobi City County. The analysis proceeds according to the specific objectives as explored by the questionnaires and interview schedules that is to establish the extent to which conflict sensitive curriculum has been implemented, to establish whether teachers' competencies and teachers' methodologies influences the implementation of conflict sensitive curriculum, and to determine the refugees students' attitudes towards the implementation of a conflict sensitive curriculum in the vocational centres in Nairobi.

4.2   Questionnaire Return Rate

Table 4.1 Questionnaires Return Rate

Category of respondent	Sampled population	Returned	Percentage %
Students	52	52	100.0
Teachers	32	32	100.0
Total	**84**	**84**	**100.0**

As shown in Table 4.1, the researcher sent out 52 students' questionnaires and received back the 52 representing 100% return rate. In addition, there were 32 teachers' questionnaires and received back the 32 representing 100% return rate.

4.3   Demographic Information of the Respondents

The study sought to find out the demographic information of the respondents to help in the discussion on the findings. The study classified the students' respondents into their gender, country of origin and their highest academic qualification. The teachers' demographic information was classified into their gender, teaching qualification and teaching subjects.

The students' gender distribution was important to the study to establish the gender disparity of refugees' students in the vocational centres. The findings are represented in Table 4.2.

Table 4.2 Gender of the Students

Gender	Frequency (f)	Percentage (%)
Male	25	48.1
Female	27	51.9
Total	**52**	**100.0**

As shown in Table 4.2, the female students are more than the male students are, probably because the most popular subject is Food and beverage production.

The teachers' gender distribution was important to the study to establish the gender disparity of teachers in the vocational centres. The findings are represented in Table 4.3.

Table 4.3 Gender of the Teachers

Gender	Frequency (f)	Percentage (%)
Male	19	59.4
Female	13	40.6
Total	**32**	**100.0**

As shown in Table 4.3 the male teachers are more than half, this is because most of subjects offered are traditionally viewed as male domain hence the higher number of male teachers.

The study sought to identify the highest academic qualification of the students in the vocational institutions and the feedback was as indicated in Table 4.4.

Table 4.4 Students' Highest Academic Qualification

Qualification	Frequency (f)	Percentage (%)
Primary school	23	44.2
Secondary school	13	25.0
High school	11	21.2
College	5	9.6
Total	**52**	**100.0**

As indicated in Table 4.4, from the total students, a 44.2% had completed primary school before joining the vocational centre. Those who had completed their high school with a representation of 21.2% followed this closely. The number of those who had completed secondary school represents a 25.0% while those who had complete college are at 9.2%. This suggests that literacy level is quite low.

The study sought to identify the teachers teaching qualification and the feedback was as indicated Table 4.5.

Table 4.5 Teachers' qualifications

Qualification	Frequency (f)	Percentage (%)
Bachelors	9	28.1
Diploma	8	25.0
Certificate	15	46.9
Total	**32**	**100.0**

Majority of the teachers had done certificate course accounting for 15 teachers, which is a 46.9% of the total. Those who had done Bachelors degree were nine and those with a diploma were eight accounting for a 53.1% in total. All the teachers have the minimum qualification that is required to teach at a vocational centre hence they have a mastery of their subject.

The study sought out to know the country of origin of the students to establish the diversity of representation in the sampled population of the students. The findings are represented in Table 4.6.

Table 4.6 Students' Country of Origin

Country	Frequency (f)	Percentage (%)
Burundi	2	3.8
Congo	26	50.0
Ethiopian	4	7.7
Somalia	10	19.3
Rwandese	2	3.8
South Sudan	6	11.6
Tanzanian	2	3.8
Total	**52**	**100.0**

The student respondents came from seven countries as shown in Table 4.7. The majority came from the Democratic Republic of Congo with 50.0% of the total. This was followed closely by Somalia with 10 representatives taking 19.2% of the total population under study. The students are from various countries and they are suitable for this study because they came from different countries that faced or facing conflict. They would therefore have relevant information on determinants the implementation of a conflict sensitive curriculum.

4.4   Implementation of Conflict Sensitive Curriculum

The study sought to establish the extent to which conflict sensitive curriculum have been implemented in the vocational centres in Nairobi. The study sought to establish whether the vocational training integrated functional numeracy and functional literacy and the findings shows that both centres offered functional numeracy and literacy. By the fact 100% of the teachers indicated, that the vocational training include functional numeracy as mathematics and general science while the functional literacy as English. This implies that most of the students have core curriculum skills. Both numeracy and literacy are fundamental in the learning process without which other academic skills cannot be acquired and transferred easily; hence, all students in the centres are enabled to learn irrespective of their previous education background as shown in Table 4.4, which reveals most of the students were primary school graduates. This affirms the literature by Nicolai (2002) that emphasises an important skill; 'learning to learn'.

The teachers were asked how knowledgeable they are on competencies of conflict sensitive curriculum and the findings are presented in Table 4.7.

Not knowledgeable – 0, somewhat knowledgeable – 1, knowledgeable – 2, very knowledgeable - 3

Table 4.7 Teachers' Responses on the Level of Knowledge on Core Competencies of Conflict Sensitive Curriculum

Curriculum content	0		1		2		3	
	F	%	F	%	F	%	F	%
Conflict resolution	0.0	0.0	16.0	50.0	16.0	50.0	0.0	0.0
Human rights	0.0	0.0	11.0	34.4	17.0	53.1	4.0	12.5
Peace education	0.0	0.0	16.0	50.0	12.0	37.5	4.0	12.5
Civic education	0.0	0.0	13.0	40.6	11.0	34.4	8.0	25.0
Psychosocial support	4.0	12.5	8.0	25.0	5.0	15.6	15.0	46.9

N = 32

Over 50% of the teachers indicated that they are to a large extent knowledgeable in conflict resolution, human rights issues, peace education, and civic education. These teachers with these competencies are enable to resolve conflict easily, offer psychosocial support and encourage civic engagement. However, 12.5% of the total teachers indicated that they are not knowledgeable on psychosocial; the four teachers do not have any knowledge on psychosocial support this could be conflict trigger factor. The fact most of the teachers have some knowledge on the competencies of a

conflict sensitive curriculum would mirror the following programs 'the High School of Peace' in Colombia, the Kosovo Youth For Democracy and Peace Building Project and 'Right To Play' in Afghanistan that had a significant impact on the youth. Hence, to a large extent the vocational training is conflict sensitive (Rea, 2011, Rodriguez, 2011, Blattman &Annan, 2011).

The study also sought to know how the teachers use the various competencies in teaching and the findings are presented in Table 4.8.

Table 4.8 Conflict Sensitive Curriculum Utilisation in Teaching

Utilization	Frequency (f)	Percentage (%)
I integrate into the lesson	24	75.0
As a co-curricular activity	8	25.0
Total	**32**	**100.0**

Majority of the teachers 75.0% integrate the conflict sensitive curriculum into the lesson while the other 25.0% integrate them as a co curricular activity. Majority of the teachers integrate the conflict sensitive curriculum as a part of the lesson, and when the competencies are linked to, regular school programming it offers a nurturing environment. Likewise, the competencies are linked to co-curricular activities; the students are given a mechanism for positive socialisation (Winthrop & Kirk, 2008).

The teachers were also asked to indicate how often they use the curriculum and the findings are presented in Table 4.9.

Table 4.9 Frequency of Using Conflict Sensitive Curriculum

	Frequency (f)	**Percentage (%)**
Always	12	37.5
Usually	3	9.4
Often	5	15.6
Sometimes	12	37.5
Total	**32**	**100.0**

As shown in Table 4.9, a significant percentage of 37.5% said they always use the conflict sensitive curriculum as well as those who sometimes use them.

Over 15.6% indicated that they often use the conflict sensitive curriculum and a small percentage of 9.4% said that they usually use the curriculum. A significant number of teachers use the conflict sensitive curriculum frequently, which is asserted by the fact that they implement the conflict sensitive curriculum in the learning process as integration in the lessons or a co-curricular activity. This will have a positive impact on refugee students in Nairobi, as it did in "the High School of Peace programme" in Colombia where NRC and a Local NGO Observatorio para la Paz that integrated conflict resolution content into the lessons; one of the outcome was 60.0% of 1000 youth were reached (Rodriguez, 2011).

The study sought to establish the extent to which conflict sensitive curriculum have been implemented in the vocational centres in Nairobi through the level of preparedness in conflict sensitive curriculum on the students. The findings are represented in Table 4.10.

Not prepared – 0, a little bit prepared – 1, somewhat prepared – 2,

quite prepared – 3, very much prepared – 4

Table 4.10 Implementation of Work Readiness Ethics and Skills

Work-readiness ethics and skill	0		1		2		3		4	
	F	%	F	%	F	%	F	%	F	%
Punctuality	4.0	7.7	7.0	13.5	11.0	21.2	4.0	7.7	26.0	50.0
Time management	2.0	3.8	4.0	7.7	9.0	17.3	6.0	11.5	31.0	59.6
Team work	2.0	3.8	2.0	3.8	9.0	17.3	8.0	15.4	31.0	59.6
Computer/ internet skills	2.0	3.8	6.0	11.5	11.0	21.2	12.0	23.1	21.0	40.4
Interview & job search	2.0	3.8	14.0	26.9	7.0	13.5	6.0	11.5	23.0	44.2
Basic business/ accounting skills	6.0	11.5	12.0	23.1	7.0	13.5	8.0	15.4	19.0	36.5

N = 52

Majority of the students, indicating a 50.0% of the participants, indicated that they are prepared very much as it concerns punctuality. Only 7.7% said they are not prepared

on punctuality. Over 59.6% indicated that they are prepared very much on time management and only 3.8% indicated that they are not prepared. The same findings were realized in the teamwork category, where 59.6% indicated that they are prepared very much on teamwork and only 3.8% indicated that they are not prepared. Over 40.4% of the students indicated that they are prepared very much with computer and internet skills while a small percentage of 3.8% indicated they are not prepared. In the interview and job search skills, 44.2% indicated that they are prepared very much and a significant proportion of 26.9% indicated that they are prepared a little bit and only 3.8% said they are not prepared. On basic business and accounting skills, over 36.5% indicated that they are prepared very much and 11.5% said they are not prepared at all. Majority of the students are prepared by the vocational training on work readiness ethics. This supports a recommendation by Minimum Economic Recovery Standards after Crisis (2010) that vocational training should equip the youth with such ethics, which improve their employability and reduce the conflict arising at the workplace. This will underscore the importance of these skills because the students are refugees and integrating in the host urban economy can prove to be difficult as confirmed by one of the director; the employability rate of most of refugees' students is quite low due to work permit and re-integration. By modelling the curriculum content to fit into these issues; post-conflict context, urban economy, and high illiteracy relates to conflict sensitivity (Boothby et al, 2006).

The study sought to know the teachers opinion on the importance of the conflict sensitive curriculum to the student and the findings are represented in Table 4.11.

Table 4.11 Importance of Conflict Sensitive Curriculum to Students

Importance	Frequency (f)	Percentage (%)
Extremely important	16	50.0
Very important	8	25.0
Important	8	25.0
Extremely unimportant	0	0.0
Total	**32**	**100.0**

As indicated in Table 4.11, half of the teachers stated the conflict sensitive curriculum is extremely important while 25.0% indicated that the conflict sensitive curriculum is very important and the same number said that it is important. This was because majority of the teachers said that this curriculum would ensure that conflict is mitigated and cohesion is encouraged. Majority of the teachers rated the vocational to be highly important.

4.5 Teacher Competencies and Implementation of Conflict Sensitive Curriculum

The teachers were asked to indicate the extent to which teacher competencies influence the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi.

The study sought to establish the teaching subjects of the teachers. The findings are indicated in Table 4.12.

Table 4.12 Teachers' Subjects

Teaching subject	Frequency (f)	Percentage (%)
Automotive engineering	4	12.5
Computer	4	12.5
Electrical	2	6.3
Life skills	1	3.1
Food and beverage production service	9	28.1
Motor Vehicle Mechanic / Motor Electrical	4	12.5
Plane geometry (Technical drawing)	4	12.5
Tailoring and dress making	4	12.5
Total	**32**	**100.0**

As shown in Table 4.12, shows that 28.1% of the teachers taught food and beverage production service. The other teaching subjects are represented by 12.5% with an exception of electrical, which had 6.3% of the total teachers understudy. Only one teacher can teach life skill. The teaching subjects also constitute the subjects offered at the centres. This suggests that Food and beverage is the most popular subject

among the refugee students given that it is more enterprising or has higher employability rate since it is suitable for the urban economy. This is supported by one observation that both centres have in-house catering restaurants that services the host community professionals and students.

When the teachers were asked on where they acquired the knowledge on the conflict sensitive curriculum, the feedback is illustrated in Table 4.13

Table 4.13 Acquisition of Knowledge on Conflict Sensitive Curriculum

Training	Frequency (f)	Percentage (%)
Pre-service	4	12.5
Seminar / Workshops	15	46.9
Self taught	13	40.6
Total	**32**	**100.0**

As shown in Table 4.13, a big representation of over 46.9% said that they gained their knowledge in seminars and workshops, and then 40.6% indicated that they self - taught themselves conflict sensitive curriculum and a smaller proportion of around 12.5% indicated that they gained their knowledge through pre-service training. Majority also indicated that they get a lot of support from the automotive companies, which offer, in service and school based industrial attachment. Majority of the teachers said that the institutions have done very little if any to encourage their professional growth, with no plans for in-service trainings. This suggests that most

teachers do not have extensive training on conflict sensitive curriculum. This supports a study by IRC, (2004) in Liberia when teachers were provide support, materials and training reduced frustrations while another study in Liberia shown that there is reciprocal relationship between teachers' well being and quality of education and lack of it can be a trigger factor to conflict (IRC,2007).

While the students were asked on how well the teachers teach in class, the findings are represented in Table 4.14.

Table 4.14 Level of Satisfaction in Teaching

	Frequency (f)	Percentage (%)
Poorly	8	15.4
Well	18	34.6
Excellent	26	50.0
Total	**52**	**100.0**

A half of the students indicated that the teachers teach excellently in class and a 34.6% rated the teaching as well while 15.4% indicated that the teaching was poor. Most students reported the teachers are excellent while another while another reported that teachers are teaching well, this support an earlier report by USAID (2013), there is a positive correlation of a good teacher with a good student. However, 15.4% of the teachers are rated poor, these teachers are likely to exacerbate the traumatic experiences and conflict because teachers are a force in the healing process.

When asked on the extent on which the teachers helped the students on academic and personal issues, the findings are illustrated in Table 4.15.

Table 4.15 Teachers' Help on Academic and Personal Issues According to Students

Level of help	Frequency (f)	Percentage (%)
Not Much	14	26.9
Sometimes	18	34.6
Very Much	15	28.8
All the time	5	9.8
Total	**52**	**100.0**

As illustrated in Table 4.15, majority of the students accounting for 34.6% said that their teachers sometimes help them in academic and personal issues and 28.8% indicated that they are helped very much by their teachers. However, 26.9% indicated that their teachers rarely help them while 9.8% said that their teachers help them all the time. The help from teachers was rated quite low with the highest proportion of students at 34.6% sometimes get help with their academic and personal issues. This questions the view by IRC (2004) report, which stated that a teacher should nurture developmental opportunities, keep in mind protection and psychosocial needs of the students, model a caring adult behaviour and create learning and healing environment without which conflict and negative behaviour escalates.

When the students were asked on whether their teachers inspire them, the findings are illustrated in Figure 4.1.
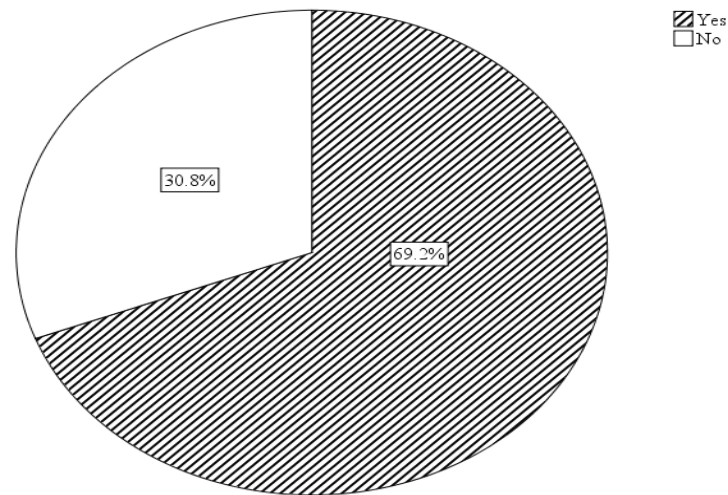
Figure 4.1 Teachers' Inspiration According to the Students

As illustrated in Figure 4.1 there are 69.2% of the students said that the teachers inspired them through teaching and other activities while 30.8% indicated that their teachers do not inspire them in one way or the other.

4.6 Teacher Methodologies and Implementation of Conflict Sensitive Curriculum

In this section, reports on the teachers' methodologies and the teachers were requested to indicate how often they use various learners' centred approaches and the findings are indicated in Table 4.16.

always - 5 , usually - 4 , often – 3, sometimes - 2, rarely – 1, never - 0

Table 4.16 Teachers' Responses to Methodologies and Implementation of Conflict Sensitive Curriculum.

Approaches	5 F	%	4 F	%	3 F	%	2 F	%	1 F	%	0 F	%
Role-playing	16.0	50.0	0.0	0.0	4.0	12.5	3.0	9.4	4.0	9.4	5.0	15.6	3.0	9.4
Small-group discussion	15.0	46.9	0.0	0.0	5.0	15.6	8.0	25.0	4.0	12.5	0.0	0.0	8.0	25.0
Peer-teaching	7.0	21.9	0.0	0.0	0.0	0.0	17.0	53.1	8.0	25.0	0.0	0.0	17.0	53.1
Debate	3.0	9.4	4.0	12.5	0.0	0.0	12.0	37.5	8.0	25.0	5.0	15.6	12.0	37.5
Practical activities	12.0	37.5	7.0	21.9	9.0	28.1	4.0	12.5	0.0	0.0	0.0	0.0	4.0	12.5
Projects	8.0	25.0	7.0	21.9	8.0	25.0	0.0	0.0	5.0	15.6	4.0	12.5	0.0	0.0
Community services	0.0	0.0	11.0	34.4	0.0	0.0	8.0	25.0	8.0	25.0	5.0	15.6	8.0	25.0

N = 32

As shown in Table 4.16, half of the teachers indicated that they use role-play always as an approach to instruction, and 46.9% use small group discussions. Another significant number of 53.1% sometimes use peer teaching while 25.0% rarely use the approach. A very significant representation of the teachers 37.5% sometimes uses debate as a mode of instruction while 25.0% rarely use the approach. A similar percentage of 37.5% indicated that they use practical activities always while 28.1% often use the approach. Over 25.0% of the teachers indicated that they always use projects as an approach to teaching, with a similar representation saying that they use the approach often. A big proportion accounting for over 34.4% indicated that they usually use the community services approach in their instruction while 25.0% use the approach sometimes and a similar percentage using the approach rarely. This acknowledges that the teachers are to some extent using the learners' centred approaches while teaching. When these approaches or teachers' methodologies are implemented then the teachers acknowledges the importance of classroom instructions based on students needs, cognitive ability and interests. However, teachers' methodologies were only used to teach the vocational skill but not the conflict sensitive curriculum. Majority of the teachers indicated that they promote positive behaviour to the students by reminding them on daily basis to be at the right place at the right time and doing the right thing.

4.7 Students' Attitudes Towards a Conflict Sensitive Curriculum

The students were asked to indicate their attitudes towards a conflict sensitive; they asked their opinion on whether the vocational training will improve their future, the

level of security in school, attitude towards co-curricular activities and the influence of vocational training on resolving conflict.

When the teachers were asked on the students' attitude towards the relevance of the vocational training, the findings are indicated in Table 4.17.

Table 4.17 Students' Attitude on Relevance of Vocational Training

	Frequency (f)	Percentage (%)
Very positive	15	46.9
Positive	13	40.6
Neutral	4	12.5
Total	**32**	**100.0**

As indicated in Table 4.17, 46.9% of the teachers indicated that they are very positive and optimistic that the vocational training was relevant. This was followed by 40.6% who indicated that they are positive and a small percentage of 12.5% indicating that they are neutral. No teachers said that they are very negative on the relevance of the vocational training. A high proportion of the students are optimistic that the vocational training is relevant to their future. The students' attitude towards the conflict sensitive curriculum is important, how they value and view it theorise that if the youth are disaffectionate with the vocational training this can be conflict trigger factor, otherwise if they value the vocational training it mitigates conflict.

The study sought to find out the students' opinion on the relevance of the vocational training. The response is indicated in Table 4.18.

49

Table 4.18 Future Impact on the Vocational Training

Students' opinion	Frequency (f)	Percentage (%)
Not sure	3	5.8
Strongly disagree	4	7.7
Disagree	7	13.4
Agree	17	32.7
Strongly agree	21	40.4
Total	**52**	**100.0**

As indicated in Table 4.18, a big proportion of the students, 40.4% said that they strongly agree that the vocational training will improve their future. This is closely followed by 32.7% of the students who said that they agree that the vocational training will improve their future. A portion of the students accounting for 5.8% indicated that they are not sure and 7.7% of the total students said that they strongly disagree vocational training will improve their future. A high proportion of the students are optimistic that the vocational training is relevant to their future.

When the students were asked to indicate how secure they feel in school, the findings were as indicated in Table 4.19

Table 4.19 Level of Security in School

Level of security	Frequency (f)	Percentage (%)
Extremely secure	12	23.0
Quite secure	20	38.5
Adequate	16	30.8
Insecure	4	7.7
Total	**52**	**100.0**

As shown in Table 4.19, majority of the students taking 38.5% said they feel quite safe while in school and 30.8% indicated that the security provided for them in school was adequate. Only 7.7% of the students indicated that they feel unsafe while in school and said one of the main reasons is because they were foreigners. One student cited why he felt safe was because there no guns or armed security forces guarding the centre. This is important as it confirms a report by Chaudhary, Rai &Thatte (2013) where education had huge casualties in strife-torn regions in India where several schools that were occupied by government security forces, made them to be targets for Maoist groups.

4.7.1   Attitude Towards Co-Curricular Activities

When students were asked do they participate in co-curricular activities, the findings are represented in Figure 4.2.
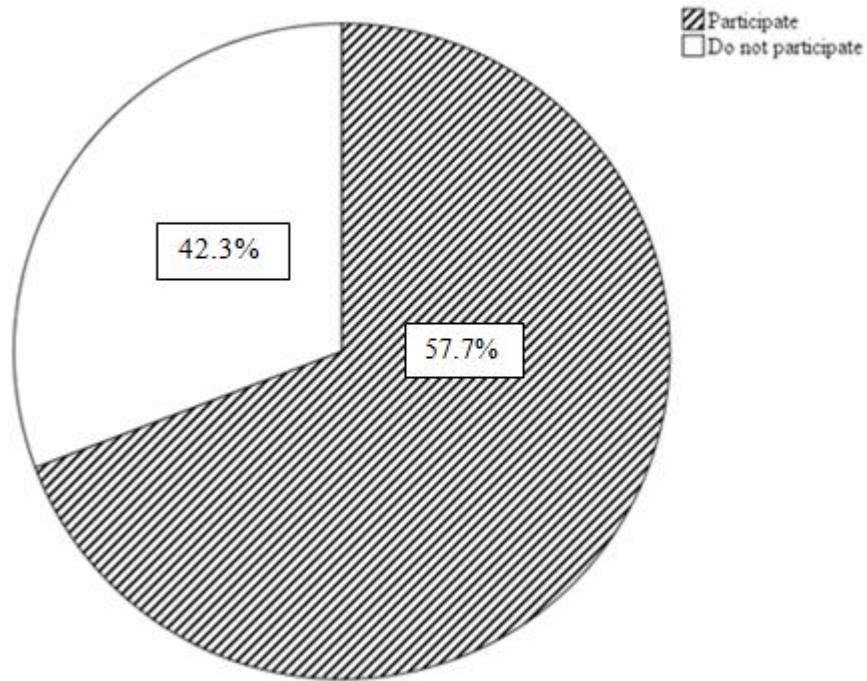
Figure 4.2 Students' Participation in Co-Curricular Activities

As represented in Figure 4.2, majority of the students 57.7% said that they are involved in co-curricular activities while 42.3% said they are not involved in the activities. When the students were asked what co-curricular activities they have at school, they all indicated that they have sports. Among the common reasons given for not participating in these sports were that they were not motivated to do so and those who attended was because it was mandatory to do so and they were eager to learn other cultures during the co-curricular activities. Although a significant number are not involved in the co-curricular activities and those who are involved do not see the importance of the co-curricular activity.

When the students were asked their views on the level of importance of the co-curricular activities, the findings are indicated in Table 4.20.

Table 4.20 Level of Importance of the Co-Curricular Activities

Importance	Frequency (f)	Percentage (%)
Extremely important	18	34.6
Very Important	10	19.2
Important	8	15.4
Of little importance	2	3.8
Extremely unimportant	14	26.9
Total	**52**	**100.0**

As indicated in Table 4.20, 34.6% of the students said that co curricular activities are extremely important, 19.2% said these activities are very important. However, a significant representation of 26.9% said that the co-curricular activities are extremely unimportant. One observation was made; the students do not regularly use the sport field as it taken up by the host community university students hence the refugee students do not participate.

When asked how the students interacted with each other, the feedback is as indicated in Table 4.21.

Table 4.21 Student Social Interactions with Each Other

	Frequency (f)	Percentage (%)
Very positive	27	84.6
Neither positive nor negative	5	15.4
Negative	0	0.0
Total	**32**	**100.0**

Majority of the students, 84.6% indicated that their interaction is positive while 15.4% said their interaction could be classified as neither positive nor negative. However, there were no students who indicated their interaction with others was negative. Majority of the students have positive interaction with the others this can be attribute to various factors a protective environment, implementation of the conflict sensitive curriculum, vocational training and teachers' involvement with students' issues.

The study sought to know the students view as to whether the way they resolve conflict has been influenced by the vocational training and the findings are indicated in Table 4.22.

Table 4.22 Influence of Vocational Training on Resolving Conflict

Vocational training influences on resolving conflict	Frequency (f)	Percentage (%)
Yes	22	42.3
No	22	42.3
I think so	7	7.7
Not sure	7	7.7
Total	**52**	**100.0**

A greater percentage of 42.3% of the students indicated that vocational training has influenced the way they resolve conflict and the same percentage felt the vice-versa. A smaller group of 7.7% each felt that they were not sure or did not think that the training at the vocational training has influenced their conflict resolution technique. A majority of students that opinionated that the vocational training influences their conflict resolution asserts largely that the conflict sensitive curriculum have been implemented in the vocational training.

The students were asked to indicate the extent to which they agree with the statement that after the vocational training will be used to help oneself, family and country. The response is as represented in Table 4.23.

Table 4.23 Opinion on Future Benefit of the Vocational Training

Benefit of vocational training	Frequency (f)	Percentage (%)
Strongly disagree	8	15.4
Disagree	5	9.6
Agree	12	23.1
Strongly agree	25	48.1
Not sure	2	3.8
Total	**52**	**100.0**

The number of the students represented by 48.1% strongly agreed with the statement, followed by 23.1% of the total students under study who said they agree with that statement. While 15.4% strongly disagreed that, the vocational training will not be helpful. Majority of the students largely agreed with the statement; the vocational training, I am going to acquire will help my family, my country and me. This will assent to another report by USAID, (2013) some of the overarching outcome of vocational training; increased tolerance and low propensity to violence while increased civic involvement and easier social integration

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter focuses on summary, conclusion and recommendations based on the findings of the study, which sought to investigate the determinants of the implementation of a conflict-sensitive curriculum for refugee youth in vocational centres in, Nairobi City County. This is done under the guidance of four objectives, which guided the study to draw its summary, conclusions and major recommendations.

5.2   Summary of the Study

The purpose of the study was to investigate the determinants of the implementation a conflict-sensitive curriculum for refugee youth in vocational centres in, Nairobi County. The study was guided by four objectives. The first one was to establish the extent to which conflict sensitive curriculum has been implemented. The second objective was to establish the extent to which teachers' competencies influences the implementation of conflict sensitive curriculum. The third objective was to examine the extent to which teachers' methodologies determines the implementation of conflict sensitive curriculum. The last objective in the study was to determine the students' attitudes towards the implementation of a conflict sensitive curriculum in the vocational centres in Nairobi. The study adopted The Ecological Theory of Human Development to understudy the conflict sensitive curriculum. The target

population for the study consisted of two vocational institution directors, 52 urban refugee students and 32 teachers in the vocational institutions. Data was collected using questionnaires for the urban refugee students and teachers, interview schedules for the directors and observation schedules for the learning facilities. A census was done for the entire target population since it was small. Descriptive statistics were used for data analysis and results presented using tables, frequencies, and pie charts

5.3 Summary of the Findings

There was a gender disparity for both the students and teachers with the male teachers having 59.4% for the teacher while female students at 51.9%. The students came from seven different countries, which include Congo, Somalia, South Sudan, Ethiopia, Burundi and Tanzania in the order of the highest participant to lowest. Majority of the students had only attended a primary school before joining the vocational training centre while the majority of the teacher had the minimum teaching qualification; a certificate course. The institutions offer various courses, which include automotive engineering, Computer, Electrical and Life skills, Food and beverage production service, Motor Vehicle Mechanic / Motor Electrical, Plane geometry (Technical drawing) and Tailoring and Dressmaking. Of teachers 28.1% are teaching Food and beverage production services, which implies that is the most popular subject among the students.

The study found out that the vocational training skill included both the functional numeracy and literacy with slightly more emphasis on functional numeracy.

Functional numeracy involved subjects like mathematics. Majority of the teachers, with more than 50% are somewhat knowledgeable in conflict resolution, human rights, peace education, and civic education and psychosocial support. However, on psychosocial support only four teachers do not have any knowledge on this. The study found out that majority of the students are highly prepared on work-readiness ethics and skills. However, on basic business / accounting skills, less than 40% of students are prepared very much and a big proportion are not prepared very well. The study found out that majority of the students somewhat were prepared for employability future. The study also found out that 75% of the teachers utilize these competencies in teaching by integrating them in the lessons and they often use them. All the teachers in the study agreed that the conflict sensitive curriculum is important to the students because they mitigate conflict and encourage cohesion.

The study also found out that majority of the teachers 46.9% acquired their training on the competencies through seminars and workshop and 40.6% are self-taught. The study found out that 50% of the students are satisfied with the teaching and learning process that is in the vocational training centres. The study also found out that teachers help the students very much on their academic and personal issues although a significant group of students said that they are helped by their teachers sometimes or not helped at all. The study also found out that their teachers helped through giving advice, being good role models and giving encouragements, 69.2% of the students reported this. Those who felt that they are not inspired by the teachers stated the

teachers do not go out of their way to help them further; the teachers are judgmental and discriminative.

The study found out most of the learner-centred approaches are frequently used in the learning process although community services are rarely as an approach to instruction. Nevertheless, the researcher on further inquiry from the observation noted these approaches are used to transfer the vocational skills not the conflict sensitive curriculum. The teachers indicated that this is because the training is more practical than theoretical, they are aware that the job is more practical. The teachers indicated that they promote positive behaviour by offering counselling, encouraging them to remain optimistic, and emphasizing the need for education. The study identified that 84% of the teachers said that they are positive on the relevance of the vocational training institutions. There were no teachers who had a negative attitude on vocational training.

The study found out that 73.1% of the students agree that vocational training will influence their future life positively. However, 5.8% indicated that they are not sure, and 21.2% disagree that the vocational training will influence their future positively. The study also found out that 92.3% feel safe while in school and gave the following reasons: the institution is well guarded and strict. Those who indicated that they are not safe said it is because they felt that there was some lapse in management order of doing things and the time taken to handle security cases is slow. The study identified that 57.7% are involved in co-curricular activities specifically sports. Among the common reasons given for not participating were; they were not motivated to do so

and some of those who participated was because it was mandatory nonetheless, they were eager to learn other cultures during the co-curricular activities. A good proportion of students 69.2% indicated that the co-curricular activities are important while 84.6% said that they have a positive interaction with other students in school. The study also found out that 42.3% indicated that the way they resolve conflict has been influenced by the vocational training they receive but the same number felt the vice versa. Majority of the students, 71% agreed with the statement that the vocational training they acquired is going to help their families, country and themselves. The study identified that the students were thankful to the sponsors but they need to be closer with the students and they should be allowed to choose school for themselves. This refutes the statement by one director that the students choose the course.

5.4   Conclusions

Based on the findings, various conclusions are drawn. The study established that there are more female urban refugee students than male and that there are more male teachers than female. The study further concludes that the refugee students come from various conflict-affected countries. A majority of the students had reached primary school. All the teachers are qualified with the lowest qualification being a certificate and highest being a bachelor's degree. The study also concludes that the teachers are specialized in their teaching subject and none of them under study had more than one.

On the first objective, the study concluded that to a large extent, the conflict sensitive competencies have been implemented for the refugee youth in the vocational centres

in Nairobi. The study concludes that the students are to a big extent prepared on work readiness ethics. To a large extent, the teachers in the vocational centres in Nairobi are knowledgeable on conflict resolution, human rights, peace education, civic education and life skills. The competencies are integrated in the learning process and the competencies are often used. Both the teachers and students view the conflict sensitive curriculum as important.

On the second objective, the study concluded that to a large extent, the teachers' competencies influence the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi. The study concludes that most of the students are well satisfied with the teaching, and the teachers' inspiration and assistance. The study also concludes that most of the teachers acquire their competencies in the various workshops, seminars and self-taught themselves.

On the third objective, the study concluded that to a large extent, the teachers' methodologies in particular the learner centred approaches determine the implementation of conflict sensitive curriculum for the refugee youth in the vocational centres in Nairobi. Largely, the teachers use the learner centred approaches.

On the fourth objective, the study concluded that the students have a positive attitude towards a conflict sensitive curriculum in the vocational centres in Nairobi. The study concluded that the students are very positive that the vocational training a positive influence their future. They feel secure in the school environment. The study further

concludes that there are co-curricular activities that the students are involved in and feel that they are very important because they help them enhance cohesion amongst themselves in school and resolving conflict.

This study therefore concludes that the following are the determinants of the implementation of conflict sensitive curriculum for refugee youth in vocational centres in Nairobi County, Kenya; a conflict sensitive curriculum, teachers' competencies, teachers' methodologies and students' attitudes.

5.5   Recommendations

Based on the findings of the study the following recommendations are made;

i.   There should be increased forums with the sponsors and the students to discuss with them more and influence their attitude positively. This will address on the concerns that there is a gap between the management and the students.

ii.   There should be more in-service training to the teachers to ensure that the teachers are have acquired a conflict sensitive curriculum and they are using student centred approaches not only for teaching but also to impact on conflict sensitivity. In addition, there should be efforts made by the management and sponsors to employ teachers with the competencies of a conflict sensitive curriculum in the various courses that are offered in the vocational training centres.

iii.   The sponsors and the government should create production units to improve on employability. This will ensure that the graduates from the vocational centres are attached to these units and therefore earn a living and help their families, country and themselves. This will also be a social-political, economic and personal development tool.

iv.   The sponsors should provide the graduates with starter kits, mechanic toolbox or sewing machines in respect to the courses they are doing. This will ensure that the graduates can start a business and even employ others.

5.6   Recommendations for further research

More studies should be done in the following areas;

i.   Determinants of the implementation of a conflict-sensitive curriculum for refugee youth in both Kakuma and Dadaab refugee camp in Kenya.

ii.   Determinants of the implementation of a conflict-sensitive curriculum for higher education institutions with high concentration of refugee youth in Kenya.

iii.   Determinants of the implementation of a conflict-sensitive curriculum for Kenyan youth in high conflict area; Baringo, West Pokot, Mombasa and Mandera County in Kenya.

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APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

College of Education and External Studies

Department of Educational Administration and Planning.

P.O. BOX 92, Kikuyu.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION.

I am a postgraduate student of a master degree course at the Department of Education Administration and Planning, Faculty of Education, University of Nairobi. I am carrying out a study on **determinants of the implementation of a conflict sensitive curriculum for refugee youth in vocational centres in Nairobi City County**. This is in partial fulfilment for the award of degree of Masters of Education-Education in Emergencies.

Kindly allow me to carry out the survey in school.

Thank you in advance for your assistance.

Yours faithfully,

Rose Nyambura Kagachu.

APPENDIX B: TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on a conflict sensitive curriculum in your institution. Your participation is highly appreciated and voluntary.

Section A: Demographic Data

This section requires you to give personal and general information. Tick the appropriate box or fill the spaces provided.

1.   What is your gender?

        male [ ]   female [ ]

2.   What is your teaching qualification?

        Masters [ ] Bachelors [ ] Diploma [ ] Certificate [ ]   others specify_____

3.   What are your teaching subjects? _____

Section B: Core Competencies of Conflict Sensitive Curriculum

1.   Does the vocational training skill include the following?

        Functional numeracy [ ]   Functional literacy [ ]

2.   How knowledgeable are you on the following?

	Not knowledgeable about	Somewhat knowledgeable about	knowledgeable about	Very knowledge-able about
Conflict resolution				
Human rights				
Peace education				
Civic education				
Life skills				

3. How do you utilise the above competencies in your teaching?

    I integrate into the lesson [ ] as a subject [ ] as a co-curricular activity [ ]

4. How often do you use the above competencies?

    Always [ ]   usually [ ]   often [ ]   sometimes [ ] never [ ]

5. In your own opinion, do you think the above competencies are important to the student?

    Extremely important [ ] very important [ ] Important [ ] of little importance [ ] extremely unimportant [ ]

6. Please comment on your choice _____

Section C: Teachers' Competencies and Implementation of Conflict Sensitive Curriculum.

1. Where did you acquire the knowledge and training on the above competencies?

   Pre-services training [ ] seminars/workshops [ ] self-taught [ ] other specify___

2. What kind of support do you get for your professional growth?

Section D: Teachers' Methodologies and Implementation of Conflict Sensitive Curriculum

1. What approaches do you use to teach? And how often do you use these approaches? Tick (√) where appropriate.

	Always	usually	often	sometimes	rarely	never
Role-playing						
Small-group discussion						
Peer-teaching						
Debate						
Practical activities						
Projects						
Community services						
Others specify						

2. How do you promote positive behaviour to the students?_____

3. What are the student's attitudes towards the relevance of the vocational training?

Very positive and optimistic [ ] positive [ ] neutral [ ] very negative [ ]

4. Please comment on your choice _____

Thank you very much for your cooperation.

APPENDIX C: STUDENTS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on a conflict sensitive curriculum in your institution. Your participation is highly appreciated and your response will be accorded great confidentiality. Please do not write your name or the name of the school. Tick the appropriate box or fill the spaces provided.

Section A: Demographic

1. What is your gender?

   Male [ ]   Female [ ]

2. What is your country of origin_____

3. What is your highest academic qualification?

   Primary school [ ] secondary school [ ] high school [ ] other specify_____

Section B: Implementation of a Conflict Sensitive Curriculum

1. How prepared are you for your employability future by the vocational training on the following competencies?

Level of Preparedness Work-readiness ethnics	Not prepared	A little bit prepared	Somewhat prepared	Quite prepared	Very much prepared
Punctuality					
Time management					
Team work					
Computer / internet skills					
Interview & job search skills					
Basic business/accounting skills					

Section C: Teachers' Competencies and Implementation of Conflict Sensitive Curriculum

1. How well do the teachers teach in your class?

   Poorly [ ]   well [ ]   excellent [ ]

2. How much do your teachers help you on academic and personal issues?

   Not much [ ] sometimes [ ] very much [ ] all the time [ ]

3. Do your teachers inspire you? Yes [ ]   No[ ]

   If yes; how?_____

   If no; why? _____

Section D: Student Attitudes towards a Conflict Sensitive Curriculum

1. Do you think the vocational training will improve on your future?

   Strongly disagree [ ] disagree [ ] agree [ ] strongly agree [ ] not sure [ ]

2. What can you say in the training contributes to this?_____

3. How secure do you feel in school?

   Extreme secure [ ] quite secure [ ]   ok [ ]   insecure [ ]

   Why? _____

4. What co-curricular activities do you have at your school?

5. Do you participate in any of the activities? Participate [ ]   Do not participate[ ]

If Yes, why? _____

If No, why?_____

6. How important do you think your co-curricular activities have been helping you to develop?

Extremely important [ ] Very important [ ] Important [ ] of little importance [ ] extremely unimportant [ ]

7. How are your interactions with other students of your class/school?

Positive [ ] neither positive nor negative [ ]   negative [ ]

Why is this? _____

8. How do you resolve other forms of conflict within\out school

9. Do you think the way you resolve conflict has been influenced by the vocational training?

Yes [ ]   No [ ]   Not sure [ ] I think so [ ]

10.   To what extent do you agree or disagree with the following statement: The vocational training, I am going to acquire will help my family, my country and me.

Strongly disagree [ ] disagree [ ] agree [ ] strongly agree [ ] not sure [ ]

11.   Please share any additional comments and suggestions regarding the vocational training, the centre, and your sponsors.

Thank you very much for your cooperation

APPENDIX D: OBSERVATION SCHEDULE FOR THE LEARNING FACILITIES

	Comments
People: description and number of the people.	
Setting: description of the setting	
Activities: what activities are occurring in the setting? why are they there?	
Signs: is there any evidence in the setting that provides connection to the study?	
Any Events: is what being observed a regular or one-off occurrence?	
Additional Observation: maintenance, posters	
Connection: what is the relationship between people in the setting? relationship between people	
Teaching and Learning Resources Relevant? Locally adapted? Age-appropriate? Available?	

APPENDIX E: INTERVIEW GUIDE FOR THE DIRECTOR

1. General information of the centre

   Mission?

2. Conflict sensitive curriculum

   How many courses are there? What informs this? Who chooses the vocational

   training for the student?

3. Teachers' competencies and methodologies.

   What support (materials, professional) is given to the teachers and students?

4. What is the success rate of your graduates to find employment? What do you attribute

   this to?

5. In your opinion, do you think vocational training has a role in the life of refugee

   youth?

APPENDIX F: INTERVIEW SCHEDULE FOR THE KEY INFORMANT.

1. What kind of support does your organisation offer to

   Students?   Teachers?   The centre?

2. Is the vocational training responsive to the conflict context in which the student has

   lived? How?

3. Is the vocational training a success? Yes[ ]   No[ ]   can't evaluate [ ]

4. If yes, what do you attribute the success to?

5. If no, what do you attribute the failure to?

6. Does your organisation assist or offer replacement in employment after graduation?

APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. ROSE NYAMBURA KAGACHU
of UNIVERSITY OF NAIROBI, 0-10100
nYERI, has been permitted to conduct
research in *Nairobi County*

on the topic: *DETERMINANTS OF*
CONFLICT SENSITIVE CURRICULUM
IMPLEMENTATION FOR REFUGEE YOUTH
IN VOCATIONAL CENTRES IN NAIROBI
CITY COUNTY, KENYA.

for the period ending:
28th November,2014

Permit No : NACOSTI/P/14/6315/3476
Date Of Issue : 22nd October,2014
Fee Recieved :Ksh 1,000

....
Applicant's
Signature

....
for 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

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2625

CONDITIONS: see back page

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