INSTITUTIONAL FACTORS INFLUENCING THE INCLUSION OF
LEARNERS WITH PHYSICAL IMPAIREDMENT IN PRIMARY SCHOOLS
IN DAADAB REFUGEE CAMP, KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements of
the Award of the Degree of Master of Education in Emergencies in the
Department of Educational Administration and Planning

University of Nairobi

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DECLARATION

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

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DEDICATION
This research project is dedicated to my late father, Mzee John Odero Ongong’aa, who planted the seed of education in me through his sacrifice to educate me against all odds prevalent at that time. To my mother Clarice, wife Florence and children Henry, Terry, Purity, Claire, and Barbra. Very fond dedication to my village of origin, Kopiyo, Got Odiero, Masala- Sub location, Rarieda in Siaya county where higher education has been elusive and I am the pioneer with the prayer and hope that the successive generations will be supported to embrace education, scale to the highest levels possible and use it as a catalyst for holistic development. Lastly, to all learners with diverse challenges who yearn for inclusive education.
ACKNOWLEDGEMENT

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Lastly, my heartfelt gratitude goes to my wife Florence and children, Henry, Terry, of my study for Masters of Education degree.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Virus</td>
</tr>
<tr>
<td>IPTEC</td>
<td>International Primary Teachers Examination Committee</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>MDGS</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NACOSTI</td>
<td>National Council of Science, Technology and Innovation</td>
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<td>NARC</td>
<td>National Rainbow Coalition</td>
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<tr>
<td>NGOS</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>OAU</td>
<td>Organization of Africa Union</td>
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<tr>
<td>PTE</td>
<td>Primary Teachers Education-</td>
</tr>
<tr>
<td>PWDS</td>
<td>Persons with Disabilities</td>
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<tr>
<td>RCK</td>
<td>Refugee Consortium of Kenya</td>
</tr>
<tr>
<td>RSD</td>
<td>Refugee Service Department</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Education Needs</td>
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<tr>
<td>SGBV</td>
<td>Sexual Gender Based Violence</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commission for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children Education Fund on how to interact with new admissions of vulnerable learners. Moreover, learner friendly facilities should be provided for all learners in the inclusive setups.</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Due to the influx of refugees into Daadab refugee camp, there are many learners with physical impairment in the camps learning in regular schools. The study sought to investigate institutional factors influencing the inclusion of the physically impaired refugees in primary schools in Daadab refugee camp, Kenya. The objectives of the study were on the influence of: UNHCR policies, learner –Friendly environment, Competencies of teachers and support staff and strategies to enhance inclusive education. The study targeted 19 primary schools in Daadab refugee camp. The researcher sampled 18 primary school head teachers, 80 teachers, 1 County Director of Education, and 98 children. The study used descriptive research design. Questionnaires, interview guides and Focus Group Discussion guide were used to collect data. Data collected were analyzed qualitatively and quantitatively, these included frequencies, tables, percentages and texts for clarity. The study established that the UNHCR policy on documentation such as birth certificate and proof of refugee status hindered many refugee children from attending regular schools. Moreover, it established that the learning situation in Daadab refugee camp was not learner friendly. There was a serious congestion of learners in classrooms. Facilities were in dilapidated condition and needed improvement. Learning materials were not enough and the learners with physical impairment could not get adequate space for movement. The schools also lacked assistive devices like ramps and crutches to facilitate physical mobility of the learners with physical impairment. It also revealed that teacher’ and support staff lacked the necessary skills to handle vulnerable learners such as refugees and more specifically those with physical impairment. It revealed useful suggestions on strategies that can strengthen Inclusive education in Daadab refugee camps. Among these were increased partnerships with development partners other than UNHCR. In a nutshell, the four factors under investigation namely: The influence of UNHR policies, the influence of learner friendly environment, the influence of competencies of teachers and support staff and suggested strategies all had influence on Inclusion of the targeted learners in Daadab refugee camp. The study recommended that the government should work in partnership with United Nations High Commission for Refugees (UNHCR) and the NGO’s operating in the area such as CARE and Handicap International to make the learning environment for the refugees learner friendly. Funding for schools which enrolled refugees with physical impairment should be increased to ensure that provision for them is adequate. Training of teachers in the area of inclusive education should be expeditiously done to equip them with prerequisite skills to handle learners with special needs. The teacher shortage should also be addressed by employing trained teachers to the schools. The study suggested future areas of study to find out the effectiveness of inclusive education for other categories of disability such as visual, hearing, and intellectual impairments. Further it suggested a study on the impact of education received in the refugee camps especially when repatriation becomes ideal.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Children with special needs co-exist in families and communities with everyone else. They are usually considered misfits in many societies and given labels and stigmatized to such levels that exclude them from the rest of the community. Although conspicuous in the refugee camps, people who notice them hardly think of what to do in order to make their lives the same as everyone else’s. Stakeholders may not be aware of their roles in the provision of services to this category of children. However, they need to play a key role in their identification, assessment, placement and education or rehabilitation Salvia (2013).

Inclusion is such a responsibility of all stakeholders in the education of children with special needs in education. According to United Nations Educational Scientific and Cultural Organization (UNESCO), it is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning cultures and communities and reducing exclusion. It involves changes to modification in content, approaches structures and strategies with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of regular system to educate all learners. According to Child Friendly Module by Kenya Education Management Institute (KEMI) (2014), if marginalized children are denied educational opportunities, then it is weakness in the education system, and not their differences that limit their opportunities.
In Kenya there are many children with special Needs in Education learning in regular schools. According to the report of the Task Force on Special Needs Education (2003), this category of learners consists of 10-15% of children with Special needs. With the enrollment of about 7.5 million children in primary schools, this translates to about 800,000-1.9 million children seeking education services in the regular schools. Most of the children however do not get quality services due to many constraints such lack of reinforcement of policies, wanting teacher and support staff competencies, lack of learner friendly environments and inadequate strategies put in place to enhance inclusion of learners of various diversities. Consequently, policies, strategies and institutional capacities should be modified to the range of special standards to accommodate this category of learners. Rules and regulations should be adapted to make the learners with disabilities participate actively. To this effect, schools should seek technical support and training of their teachers and non-teaching staff for effective management of inclusive education. To realize this, every school should have their teacher trained in special alongside the curriculum dispensations.

The design of school infrastructure should be carefully done to be considerate of the need of learners with special needs. Controls and switches must be located within the reach of all persons including those with special needs. Disability friendly facilities and equipment such as ramps, wide toilets, Braille materials, hearing aids and clearly defined paths should be provided by all schools.
Physical impairment is the most visible of all disabilities and it has swallowed the disability world so much that when one makes reference to the disabled, the image that resonates with them is that of a physically impaired person. Even many symbols used to depict disability in general are either a person in a wheelchair, with missing limbs or using crutches. This category of disability is visible because physical disfigurement can easily be seen in missing limbs, paralyzed body parts, deformed body and uncoordinated body movements. According to Kirk, Gallagher and Anastasia (2002), the physically handicapped have impairments or defects of some kind which prevents them from performing certain motor skills. The impairments interfere so much with their learning that they may require certain special devices or adaptations in the environment to be able to function properly.

They can be divided into three major categories. These are;

- **Those with neurological impairment.** Those whose conditions are a result of the nervous system basically the brain, spinal cord and peripheral nerves.

- **Muscular problems, muscular skeletal impairments** refer to conditions affecting the health and functions of muscles.

- **Other health impairments (O H I)** – These include those who have long term health conditions that can affect stamina, physical growth and development and may be life-threatening specific physically handicapping conditions under neurological and muscular skeletal conditions.
According to INEE (2016), Lebanon is the highest refugee hosting country per capita in the world. It hosts over 1.1 million Syrian refugees registered with UNHCR. There are no approved camps in the country and refugees are spread over 1700 localities and 2800 informal settlements which has turned Lebanon the biggest UNHCR’s urban refugee operation. The refugee response is led by Lebanese government and local actors supported by the international community. UNHCR has established a sector based structure in Beirut and in the field to support the government. This structure brings together 13 United Nations agencies, 60 national and international NGO partners in identifying and agreeing on the strategic priorities to address the needs of the Syrian refugees and other affected populations. The Lebanon national response falls under the Regional Refugees and Resilience Plan (3RP) whereby UNHCR guides the refugee response, while UNDP facilitates the resilience and stabilization component.

Through inter-agency coordination mechanisms, 9 sectors have been established in Lebanon with UNHCR leading and co-leading the protection, basic assistance, shelter, health, education and WASH sectors. UNHCR is also leading information management support to all.

Innovative educational approaches have been developed for these refugees to cater for their emerging needs in education. These include attention to special needs, minorities, girls, pre-school education and non-informal educational activities. Linkages with child protection, Sexual Gender Based Violence (SGBV), community services, livelihoods and health.
Due to the recent tensions in Burundi, refugee movements into Tanzania have dramatically increased. They have settled in Kibindo area. Most of them originate from locations in Burundi such as Nyasalake, Gitega and Bujumbura. As of October 2015, close to 100,000 Burundian refugees had been registered.

UNHCR and its partners are closely coordinating with government of Tanzania through the Refugee Services department (RSD), ministry of Home Affairs and other government departments including Immigration, Border management and Control and the office of the Prime minister at the national level. Owing to the government of Tanzania’s open border policy, almost all refugees fleeing Burundi benefit from unrestricted access and asylum on a prima facie basis. With the escalating violence new arrivals have exceeded the capacities of some camps. As result of this, two new sites have been identified in Nduta and Mtendeli relocation plan has been approved to relocate 50,000 refugees from Nyarangusi to the new campsite to mitigate the risks associated with overcrowding and the vulgaries of adverse weather. Arrangements to provide educational services are underway.

Daadab is the largest and the oldest refugee camp in Kenya. The war in Somalia of 1990-1991 and the consequent influx of refugees to Kenya necessitated its establishment in 1997. Its original capacity was to accommodate 90,00 refugees. However this capacity has been surpassed as there is no end in sight to the crisis in Somali. Children who came to Daadab or are born there are enrolled in the schools in the camp which follow the national curriculum. To cater for this
population, organizations such as Handicap International organize training sessions on accessibility issues for example to build accessible schools.

Daadab is a semi-arid town in Garissa County, Kenya. It host 350,000 people in five camps as of May 2015. Out of this population, 80% are women and children. It is located approximately 100KM from the Somalia-Kenya border. The local population traditionally consists of nomadic Camel and goat herders. The nearest town is Garissa, which was the headquarters of the defunct North Eastern province. The camps are Hagadera, Ifo, Dagahale and Kambois. The international humanitarian organization CARE is UNHCR’S lead implementing partner. It is responsible for the management of the camp. However, many other international NGO’S such as Handicap International also operate in the camps especially to deal with disability issues. The camps cover a total of 50 square kilometers and are within an 18KM radius of Daadab town. The base is largest refugee settlement in the world. Daadab hosts people who have fled various conflicts in Eastern Africa regions. Most of these have come as a consequence of the civil war in southern Somalia, including both Somalis and members of Somalia’s various ethnic minority groups such as the Bantus. Most of refugees have migrated from Jubba valley and Gedo region, kismayu, Mogadishu and Bardera. The Daadab camps(Ifo, Dagahaley, Hagadera) were constructed in the early 1990's. Ifo camp was the first one to be settled followed by Dagahale and Hagadera was initiated last.
UNHCR-United Nations High Commission for Refugees is a United Nation agency mandated to protect and support refugees at the request of a government or the United Nations itself. It assists in the refugee voluntary repatriation, location integration or settlement to a third party. Its headquarters are in Geneva, Switzerland. It is a member of the United Nations Development group. Its role in the lives of refugees is so crucial that it has won two Nobel Peace Prizes in 1954 and 1981 respectively. It was formed in 1950 according to UNHCR organization. The education of children with special needs has undergone a lot of evolution characterized by different phases, these were; **the period of neglect**.-This was before the 17th century. Persons with disabilities were considered worthless. Many were killed at birth and those who survived were subjected to cruel and inhuman treatment. They had no rights and their plight was at the mercy of the society. In the mid-18th century a great improvement was realized. Many institutions were built for persons with disabilities mostly in Europe. These institutions were meant to protect them from the hostile environments in which they were living. The institutions however became mere asylums. The society was totally discriminating against persons with disabilities. The asylums were closed when the human rights concerns were raised on their pathetic conditions.

The period that followed was **segregated education period**.-This was during the 20th century. It was characterized by the emergence of separate schools to cater for specific disabilities. This was as a result of the society’s realization that people with disabilities after all had potential and could learn. However, they received inferior education compared to their non-disabled peers. The training of teachers
was started during this era but it was tailor-made for specific disabilities. The needs of the individual learners were largely ignored. Many children with disabilities attended boarding schools. This approach kept such children away from the families, peers and natural communities.

From the mid 1970's there was emergence of integration of children with disabilities. It meant educating children with disabilities together with non-disabled ones. It aimed at making disabled learners as near normal as possible. The word normalization was found to be unpopular with human rights advocates and was replaced with mainstreaming. Integration took place in three levels; Location, social and functional. In location integration, children with disabilities learn in the same environment such as regular schools but different classrooms. A part from sharing the same compound, they had nothing in common with the rest of the learners.

In social integration, children with disabilities shared certain social activities with their non-disabled peers. For example, they could play games and sing with their peers. Functional integration was a more improved way of bringing persons with disabilities closer to others. It ensured that they learnt in the same classes with their non-disabled peers and accessed the same curriculum with some support.

Integration did not however achieve its goals due to many reasons: The regular schools were not prepared both physically and socially for the learners with disabilities to fit into the programmes. The teachers did not know what to do with them. The rest of the children were not prepared to receive them. The parents of
non-disabled thought the learners with disabilities would lower the standard of education for their children. Besides, parents had strong superstitions that their children would become disabled if they interacted with those who were disabled. Generally, integration was an attempt to modify the child with disabilities to fit in a regular school. Children with disabilities were provided with assistive devices such as wheelchairs, crutches and white canes. However, they still found it difficult to access important facilities such as classrooms and playfields. Physical barriers were the major challenge. All categories of learners with disabilities or special needs were not catered for properly. All of them were frustrated and mostly dropped out of the education system. With all the shortcomings of integration and limiting conditions to the learners with special needs, inclusion was suggested as the best foundation to a just society.

It is premised on the philosophy that education is a basic human right and the foundation for a just society, Appraisal Exercise (2003). Inclusive education aims at empowering the schools and the environment to cater for all children regardless of their abilities, disabilities and diverse backgrounds. It identifies the barriers that make it impossible for learners with disabilities and special needs to access education and works with the local school community to eliminate such barriers. To achieve this goal, inclusive education is geared towards mobilization of resources-physical, human and material to transform regular schools into disability friendly environments. Inclusive education ensures all can access schools and learning centers. Teachers are empowered with the necessary resources to modify the curriculum. The schools' Physical and social systems are
also modified to accommodate learners with diverse learning needs. As such, inclusive set ups accommodate different styles and rates of learning to ensure quality education for all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with communities.

1.2 Statement of the problem

Currently, Kenya hosts 623,873 registered refugees mainly from Somalia, Ethiopia, South Sudan, Burundi and Eritrea (UNHCR, 2012). Out of these, more than 32,000 children attend primary schools within the refugee camps (Campbell 2005). United Nations High Commission for Refugees provides both formal and informal education for the refugees in the camps using the curriculum as its guide (Dix, 2006). This has enabled refugee children and youth to access education that results in Kenya Certification System.

Physical disability may be more prevalent in the refugee camps than others due to the effects of war and lack of medical care for the refugees (Kenya National Survey for persons with Disabilities 2007). The learners with physical impairment have special needs in education that should be addressed to maximize their potential. Although there are many placement options, Inclusive education is the most appropriate going by the current global trends and the emergency situation in the camps.
Despite concerted efforts by the UNHCR and other partners to provide refugees with education, the quality of such education is compromised by many institutional factors that prevail in the camps. The study therefore sought to investigate institutional factors influencing the inclusion of the learners with physical impairment in primary schools in Daadab Refugee Camp, Kenya. The findings will eventually help to improve the institutional factors and consequently enhance quality education for all refugees. Daadab refugee camp being the oldest and largest refugee camp globally was deemed as a suitable place for conducting the research as it hosts refugees from many parts of the world consisting of 7200 children with disabilities (UNHCR 2009).

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing the inclusion of learners with physical impairments in primary schools in Daadab Refugee camp, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i) To determine how UNHCR policies on inclusive education influence the inclusion of physically impaired learners in Daadab refugee Camp.

ii) To determine whether the use of learner friendly facilities influences the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp.
iii) To examine how competencies of teachers and support staff influence the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp.

iv) To identify strategies that schools can use to ensure the inclusion of learners with physical impairment in primary schools in Daadab refugee camp.

1.5 Research questions

The research was guided by the following questions based on the objectives:

i) How do UNHCR policies on inclusive education influence the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp?

ii) How does the use of learner friendly environment influence the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp?

iii) How do competencies of teachers and support staff influence the inclusion of the learners with physical impairment in Daadab refugee camp?

iv) What strategies can schools use to ensure the inclusion of the learners with physical impairment in Daadab refugee camp?

1.6 Significance of the study

The study may have far reaching impact on various stake holders in education and humanitarian agencies. In education, it may provide insightful information backed by empirical evidence on inclusion. Since inclusion is a fairly new trend
in education, this information will help in improving its aspects such as provision of learner friendly environments for all children. It will also emphasize the need for training of teachers and support staff of refugee children.

The study will be useful to humanitarian agencies like UNHCR and NGO’s such as CARE and Handicap International already operating in this area for the betterment of services for refugees. The topic of the research has not been researched by many. The findings, suggestions and recommendations will form a basis for further research.

1.7 Limitations of the study

According to Creshbell (2009) limitations are parameters for research which are useful in establishing boundaries, expectations, reservations inherent in a study. The two major challenges that were experienced were language problem as the refugees could not understand the researcher’s language and vice versa. This challenge was overcome by employing an interpreter who understood both the researcher’s language and that of the refugees. The other challenge was the high expectations of the refugees. As vulnerable people they expected visitors to give them gifts in form of food, clothes and cash. This challenge was overcome by explaining the purpose of the research and reassuring the refugees that its findings would help them get better services in inclusive educational set ups.
1.8 Delimitation of the study

According to Mugenda (2008) delimitations are boundaries or confines to the study. The study was confined to Daadab refugee camp. In regards to the respondents, the study was limited to head teachers in the primary schools, County Director of Education, teachers and learners with physical impairment in the refugee camp. Other key stakeholders with very important information were not involved in the study. The findings of the study will not only apply to refugee children with physical impairments but can be generalized to the entire education sector in Kenya.

1.9 Assumptions of the study

The study was based upon the following assumption:

(i) That the respondents would cooperate and give accurate and relevant information for the study.

1.10 Definitions of significant terms

A **refugee:** refers to a person who is recognized as fleeing from persecution from his or her own country and is under international protection.

**Barriers to Inclusion:** Refers to factors that hinder smooth inclusion of children into the mainstream education system.

**Children with physical Disabilities:** Refers to children who have physical impairment or defects of some kind which prevents them from performing certain motor skills.
Disability: Refers to a barrier to participation of people with impairments or chronic illnesses arising from an interaction of the impairment or illness with discriminatory attitudes, actions, cultures, policies or institutional practices.

Handicap: Refers to limitation or disadvantages caused to an individual in his/her society, culture or environment by the presence of impairment.

Impairment: Refers to a limitation of physical, sensory or intellectual functions.

Inclusion: Refers to an unending set of processes in which vulnerable children and adults have the opportunity to participate fully in all community activities.

Institutional factors: Refer to conditions that are prevailing within the primary schools where the physically impaired learner are enrolled.

Learner-friendly environment: Refers to an environment which is conducive to learning. The staff is friendly and the health and safety needs of the learners are adequately met.

Participation: refers to a shared engagement in learning and social activities with others in such a way as to foster a sense of belonging to a group.

1.11 Organization of the study

The study is organized in five chapters. Chapter one comprises of the introduction of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumptions of the study, definitions of Key terms and organization of the study. Chapter two is on review of literature. It consists of introduction, concept of inclusive education, UNHCR policies and Inclusion of the learners with physical impairment, Learner Friendly Environment and
Inclusion of the learners with physical impairment, competencies of teachers and support staff and Inclusion of learners with physical impairment, strategies of inclusion of the learners with physical impairment, summary of literature review and theoretical framework and conceptual framework.

Chapter three is on research methodology under the following subtopics. Introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis procedure and ethical considerations.

Chapter four detailed data analysis, presentation and interpretation under the following subheadings: introduction, demographic information, UNHCR policies on Inclusive Education: Learner Friendly Environment and Inclusion of the learners with physical impairment, Analysis of teachers and support staff competencies and Inclusion of the learners with physical impairment, analysis on suggested strategies of inclusive education. Chapter five comprises of introduction, summary, conclusion, recommendations of the study and suggestions for further research.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers the following subheadings: introduction, concept of inclusive education, government of Kenya and the inclusion of the physically impaired, Learner-Friendly environment and the inclusion of the physically impaired, competencies of teachers and support staff and inclusion of the learners with physical impairment, strategies of inclusion of the learners with physical impairment, summary of literature review, theoretical framework and conceptual framework. Different scholars’ contributions are reviewed and appreciated in this chapter.

2.2 Concept of inclusive education

Many nations of the world have embraced the above international conventions and declarations and support the growing consensus that all children have the right to a common education in their locality, regardless of their backgrounds, attainment or disability. Inclusive education for learners who have been excluded from education, or whose participation with the centers of learning has been limited brings together community based education/rehabilitation and special needs education agendas within the overall Education For All (EFA) initiative. In most developed countries, educators modify teaching methods and environments so that the maximum number of students is served in general education environments. According to Pamela Campbell (2009), integration of diverse learners can reduce social stigmas and improve academic achievements for many students.

The population of refugee’s world-wide totals to 15.4 million and it is increasing by the day as conflicts and intolerance emerge in the world at an alarming rate. Out of the total refugee population, it is estimated that eighty percent are women and children UNHCR (2011). By 2010, there had been considerable movement and subsequent influx of displaced people in many parts of the world (UNHCR 2012). Many countries contributed to the refugee statistics as follows: Palestine 4.8 million, Afghanistan 3 million, Iraq 500,000, Somali 860,000, DRC Congo 476,000 and Baruma 415,700.

The presence of conflicts and wars Worldwide has rendered many people with physical injuries. Many of these are children of school going age who have been
forced to bear the scars of wars in the form of physical disabilities. When such children get registered in refugee camps, they are enrolled in the existing regular educational programmes hence they pursue their education under the inclusive set-ups.

In Africa, prolonged conflicts such as the ones witnessed in Southern Sudan, Somalia, Eritrea, Uganda, Rwanda and DRC Congo has contributed to rising numbers of refugees. This has been compounded by fresh conflicts in countries which were hitherto considered peaceful and stable such as Nigeria. World Bank (2011) estimates that approximately 36% of the worlds refugees are located in Africa and adds that the number has been on the rise during the past decade, posing the worst refugee problem in the world. According to this report, Africa is a home to about 4 million refugees. This is due to lack of respect for fundamental human rights, including the right of people to determine their own destiny in the continent (Kibreab 1991). Kibreab further argues that the refugee problem in Africa is as a result of interplay of political, social, economic and environmental factors.

In Eastern Africa region, Kenya and Tanzania being fairly stable have played host to thousands of refugees in the past two and a half decades. Their neighbors such as Somalia, Rwanda, Burundi and South Sudan on the other hand have been the source of refugees. It is estimated that at least 300,000 refugees are school aged children. In collaboration and partnership with the ministry of education, UN agencies such as UNICEF and UNESCO, as well as national and international
NGO’s, UNHCR provide both formal and informal education in Kenya refugees camps, using the national curriculum as its guide (Dix 2006). This has enabled refugee children and youth to access education that results in Kenya Certification System. Currently, Kenya hosts 623,873 registered refugees as asylum seekers mainly from Somalia, Ethiopia, South Sudan, Burundi and Eritrea (UNHCR, 2012). Campbell (2005) argues that in Kenya, more than 32,000 children attend primary schools within the refugee camps.

2.3 UNHCR policies and inclusion of learners with physical impairment.

The United Nations Convention of 1951 (Felix 2011) related to the status of refugees states that, hosting countries should accord the refugees the same status as is accorded to the nationals with respect to Free Primary Education (Article 22:1). The government of Kenya passed the refugee Act (2006). This implemented the 1951 United Nations Convention related status of refugees, the 1967 protocol and the 1969 OAU Convention. The enactment of the Act was a result of protracted advocacy by UNHCR and civil society organizations such as Refugee Consortium of Kenya RCK. This Act categorizes refugees into two groups, the statutory and prima facie refugees and lays down conditions for exclusion and withdrawal of refugee status. It also lays out the conditions for exclusion and withdrawal of refugee status. This includes refugees who have committed crimes either outside or within Kenya, have dual nationalism or are able to seek refugee status in their second country of origin. The third category which can be withdrawn is that of those from countries where conditions for refugees no longer exists.
The government of Kenya is committed to the Education for All (EFA) goals, evident through the implementation of the Free Primary Education (FPE) policy which was enacted in 2003. The government introduced the Free Primary Education (FPE) as a statement of commitment to realize the Universal Primary Education (UPE). Achieving UPE and ensuring that all pupils complete a full course is goal number 2: of the Millennium Development Goals (MDG’s). To achieve this, fees and levies for tuition in primary schools have been abolished. The cost of basic learning, training, materials and related activities are met by the development partners and the government of Kenya (Republic of Kenya, 2007).

The enactment of Basic Education Act (2013) by the Kenya government was a big stride towards the realization of EFA goals. On this, the government enacted several Acts to enable children access education. Among these acts were sections 25(Rights of the child to free and compulsory free education), section 26(free tuition), section 27(Compulsory primary and secondary education) and section 29(Responsibility of the government on free primary education). Under these sections, it is stipulated that all children living within Kenya boundaries, have a right to access basic education and refugees are entitled to the same treatment as any native Kenyan Child (Republic of Kenya, 2012).

The Kenya National Examination Council (KNEC, 2010) gave a directive, making birth certificate a mandatory requirement for registration of national examinations. This has poised a big challenge to refugees and bars them from national exams since they are not native Kenyans. This has negated the gains of inclusion especially for learners who may have physical challenges.
Sometimes, lack of official documentation of parents or guardians also present hurdles in the admission and attempts to register for examinations. For example a form of identification for the children’s guardians or parents and the child’s birth certificate is another problem facing education of refugee children (Burton and Guiney, 2008), Campbell (2005) reveals that due to all these constrains, and some refugees prefer to send their children to schools based on the curriculum and language of the country of origin. The policies both by the government of Kenya and UNHCR have a bearing on the inclusion of refugees in the regular educational system.

2.4 Learner-friendly environment and inclusion of learners with physical impairment.

Learning in an emergency is based on the premise that all children can learn regardless of their diversity. Inclusive education is an aspect of quality education and is therefore pivotal to child-friendly school concept. In response to this, schools should provide physical access to children with special education needs with a vision to including them. The set-up of the school environment should therefore be intentional with inclusion in mind.

The Appraisal Exercise on Special Education Needs. (Kochung Report, 2003) connotes that learners with special needs and disabilities in general require a barrier free environment to maximize their functional potentials. It further emphasizes that the environment where vulnerable children operate should be disability friendly. This concurs with Pimba (2007) on his research on
institutional factors that influenced refugee students in Thailand which found out that one of the factors influencing the choice of school was good learning environment. Children with disabilities should operate in environments with minimum support. Educational institutions which are passionate about implementing inclusive education policy should therefore strive toward attaining environmental friendly schools.

The physical learning environments pose barriers to the provision of inclusive education. Specifically, there is need for ramps and suitable classrooms arrangement to accommodate the physically disabled (UNESCO, 2003). The class should be free of barriers and there should be wide doors to accommodate wheelchairs, spacious classrooms which are well lit and ventilated. Besides, they need adapted toilets, bathrooms with added bars.

On gender and cultural front, there exists gender biasness and retrogressive cultural practices against girls which prevent them from accessing educational opportunities or make them drop out of schools which are not learner-friendly. These include shared toilets, sexual harassment by their male peers after initiation rites such as circumcision. This situation makes the learning environments in emergencies not achieve gender parity. Hunt, Layton and Prince (2015) assert that achieving gender diversity in any organization is not easy but takes a lot of effort and time.
The situation in the schools in Daadab is however not disability friendly with make-shift structures, ragged play grounds and lack of physical infrastructure in schools. The refugee learners with disability are forced to just cope up. This situation has compromised the provision of inclusion in the camp with some severe cases forced to drop out due to inaccessibility of the environment.

2.5 Competencies of teachers and support staff and inclusion of learners with physical impairment.

Education promotes psycho-social wellbeing and cognitive development it helps refugees to regain a sense of security, independence, dignity and self-worth; decreases the risk of recruitment into conflict and provides refugees with skills and knowledge to become employed and enroll in formal schooling. Sommers (2003) observe that as soon as conflict or an emergency begins to subside and refugees secure their basic needs, they will initiate educational activities for their children and youth. This is because refugees recognize the importance of education to improve their livelihoods particularly in the context of forced displacement.

Teachers impart knowledge, skills and attitudes which are meant to make the learner useful to the society. Globally, teachers have been generally agreed upon to be the vehicles of change. The presence of refugee teachers as a percentage of all teachers is very crucial to the learning of refugees. The proportion of teachers ranges from as low as 8% in Ethiopia to as high as 88% in Algeria whereas in Kenya, it is below 20% (UNHCR2011). In an inclusive education scenario, there
is need to recruit teachers with diverse skills and experience to handle the diversity of learners in the set up. Among the special skills needed is the knowledge to handle children with special needs in education. However, refugee teachers may or may not have completed educational training (Duds and Inuquai, 1983). Sommers (1999) adds that teachers in refugee camps may not know how best to integrate psychological considerations into their curricula to help students manage the trauma.

According to UNESCO (2003), most teachers lack experience and skills for working in an inclusive setting. In Daadab refugee camp, there was a serious shortage of teachers especially those with knowledge in special needs education CARE Kenya (2010). The number of teachers cannot cope with the huge number of learners who require special attention in an inclusive setting.

There is urgent need to equip teachers in the inclusive set up with relevant skills that can enable them handle learners from diverse backgrounds. In-service training should be introduced to both teachers and care givers. This affirms that skills, abilities and knowledge acquired in training enable the teachers to stimulate and foster the interest of learners Kadima (2006).

This training will equip them with diverse theoretical approaches, field knowledge in diagnostic procedures, clinical teaching and teaching techniques and materials. In the absence of proper training and preparation, the children get inadequate service as most handlers have no specialized skills and therefore lack
confidence to handle children with special needs Muchiri & Robertson (2007). Daadab refugee camp lacks trained teachers who can handle the refugee learners especially those with physical disabilities. There is an acute shortage of teachers and support staff and the education upkeep of the learners is carried out by volunteers. This situation has compromised the quality of learning in the refugee camps.

2.6 Strategies of inclusion of learners with physical impairment

There is a proposal that the International Primary Teachers Education Certificate (IPTEC) based on the primary teachers education syllabus adapted at Kakuma Primary Teachers College (2005/2006) be used to train 700 refugee teachers in Daadab. This curriculum was specifically designed by KICD for refugees living in Kakuma refugee camp. It was adapted from the Kenya Primary Education Teacher Education (PTE) revised in 2004. The two year PTE course was shortened to one year-general teaching course. This was aimed at accelerating the program without compromising quality. Teaching in refugee camps should end in the mornings. This will enable teachers to attend trainings in the afternoons. In addition, school based learning where teachers are trained during the school holidays will also ensure full coverage for the curriculum so that they can be awarded certificates (UNHCR, 2007). The KICD is currently developing an adapted curriculum for refugee children which eventually will be passed on to others learners in the camps.
UNHCR should forge strong partnerships with local and international NGO’s, governments and refugee communities to increase enrolment of refugee children in schools. This can be done if the services are enhanced for the hard to-reach beneficiaries through concerted efforts to include all the education stakeholders. The revised refugee curriculum includes study guides, learning materials and textbooks to help pupils follow the curriculum independently or with limited assistance from a facilitator (MOE, 2010). In particular, science curriculum is adapted so that use of laboratories is not required; instead pupils can perform simple experiments in a home or classroom setting.

2.7 Summary of literature review

The above review reveals how various studies and stakeholders in inclusive education have addressed the issue of inclusion of refugee learners. It also highlights some of the gaps. Lydia Nyambura Mwangi (2014) in her thesis investigated on school factors influencing refugee children access to primary education in Kasarani district in Nairobi. Her study did not include learners with impairments. Mutie Eunice Wangare (2013), researched on factors influencing provision of inclusive education in primary schools in Dadaab refugee camps. However, it encompassed children with disabilities in general and did not delve into specific categories of disabilities. This research fills the gap by singling out a specific disability-physical impairment and delves into institutional factors influencing inclusion of this category in the regular schools within the camps. Most of them have paid attention to lack of child–friendly environment, wanting
teacher competencies and lack of follow – up to government of Kenya education policies concerning the refugees.

2.8 Theoretical framework

The theoretical framework identified to guide this study was the Social Model theory of Inclusive Education. The social model was developed by disability activists within Britain over the past 40 years and has been described as the disability movement’s biggest idea (Barnes et.al, 2002). The model describes the social barriers which prevent equal opportunity and identifies a form of social oppression which can be overcome by social change (Saunders, 2004).

The key focus of the social model is to direct attention towards environmental and political forces hindering the full participation of the individual in the society. It effectively shifts attention from focus on the individual as the problem. Oliver (2004,) roots for the social model as an appropriate tool for improving the lives of vulnerable populations such as those in the refugee camps. It is applicable to the learning of refugees as the school is part of the society, the challenges that are potential barriers to inclusion of children with challenges are found within the school and not the learners.

The theory is contradictory to the medical model which views the learner as the cause of the hindrance to inclusion. In the latter model, the barriers to inclusion are located within the learner and the focus is on how to change him to fit in the prevailing education system. There is therefore an attempt to modify the learner by
providing assistive devices such as crutches, wheelchairs and counseling to cope with the non-disabled persons.

The social model theory shifts the attention to the school. It advocates for making the schools disability friendly so as to suit students of all diverse backgrounds including those with disabilities or refugees. The areas of the institutions that can be improved to facilitate the inclusion of learners with diverse backgrounds such as refugees with physical impairments are the focus of this study. They include disability/child friendly environments, proper preparation and training of teacher’s government and UNHCR policies and strategies for improving the existing situation.

There is need to reform and restructure the institutions of learning to accommodate the diversity prevalent in the refugee camps. This will allow access to education by all learners regardless of their vulnerability. It therefore calls for removal of obstacles to the participation of learning opportunities. The conditions which create and maintain exclusion should be changed. (Campbell and Oliver, 1996). This model advocates for curriculum differentiation to modify content, activities and assessments in order to respond more flexibly to the diverse needs of the learners (Ainscow, 2004).
2.9 Conceptual framework

The conceptual framework of the study is showing factors influencing the inclusion of learners with physical impairment is shown in figure 2.1:

- Increased enrolment
- Active participation in all school activities
- Positive social interaction among all students
- High retention rate

### UNHCR Policies
- Inclusive education
- Free admission
- Non discriminatory practices
- Child right protection

### Learner-Friendly Environment
- Presence of ramps
- Wide doors
- Large class rooms
- Friendly teachers and support staff
- Flexible method of teaching
- Gender sensitive sanitary facilities

### Competences of teachers and support staff
- In-service training
- Knowledge of special education
- Being Child rights sensitive

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Figure 2.1: Conceptual framework
The dependent variable of the study is inclusion which can be evidenced by active participation in learning programmes by the learners. The independent variables are the institutional factors: they include government policies on inclusive education, learner friendly environment, competencies of teacher sand good strategies identified to ensure inclusion in the primary schools. Learners’ active participation depends on the factors (addressed). If all the independent variables are provided for, then inclusion of learners with physical disability is a success.

The indicators of inclusion are enrollment, attendance, Access, and active involvement in co-curricular activities.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research methodology. It includes research design, target population, research instruments, sample and sampling procedures, instruments validity and reliability, data collection procedures and data sampling techniques and ethical considerations.

3.2 Research design
The study falls within descriptive survey design. The sample was small but the findings were generalized to inclusion of vulnerable population. The study also incorporated co relational research design as all variables are related to each other and not working independently. The design was appropriate due to the small population involved.

3.3 Target population
According to Mugenda and Mugenda (2003), a target population refers to people whom the researcher wants to generalize the findings of the study. In this study, the target population was the learners with physical impairment in the regular primary school in Daadab refugee camps. The key informants consisted of19 head teachers,80 teachers and the98 learners with physical impairment in the19 schools in the three refugee camps; Hagadera, Ifo and Dagahale.
3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2009), sampling is a process of selecting a number of individuals for a study in such a way that the sample selected represents the larger group from which it was selected.

Purposive sampling was used in the study. It used when information required can only be obtained from a specific source. This was applicable to the County Director of education for Garrisa who provided all the information on behalf of education officers. Mugenda and Mugenda (2006) suggest that for a population of 1-100, the entire population should be used.

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Sample size</th>
<th>% sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>19</td>
<td>18</td>
<td>99.0</td>
</tr>
<tr>
<td>Physically impaired learners</td>
<td>98</td>
<td>98</td>
<td>100.0</td>
</tr>
<tr>
<td>County Director of Education</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>80</td>
<td>80</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>198</strong></td>
<td><strong>197</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study was therefore a census. 18 Out of the 19 head teachers participated in the study. One head teacher was left out for piloting. Similarly, most of the target population was used, leaving only a small number for piloting.
3.5 Research instruments

Primary data was obtained from respondents through questionnaires, Focus Group Discussion (FGD), interview schedule and observation guide as instruments of data collection whereas secondary data was obtained from reference books, journals, abstracts and government publications. Questionnaires were used to gather data from head teachers, teachers, and FGD was used for students. Interview schedule was used to collect data from the county director of Garissa County.

The questionnaires were divided in four parts; part A in each questionnaire had demographic variables such as Age, Sex, number of year’s served in the schools/camp professional qualifications, and teaching experience of the head teachers and teachers. Part B consisted of questions on the first objective of the study which was the influence of UNHCR policies on the inclusion of the learners with physical impairment in Daadab refugee camp. Part C explored about the second objective of the study which was on how Learner Friendly Environment influences the inclusion of the learners with physical impairment in the camp. Part D contained questions about the competencies of teachers and support staff on the inclusion of the learners with physical impairment in Daadab refugee camp. This section was meant to provide data on the third objective of the study. Part E comprised of questions which sought for insights on how to enhance the inclusion of the learners with physical impairment in Daadab refugee camp.
The questionnaires consisted of open ended and closed ended parts. The open ended questionnaire was intended to elicit responses from the stake holders and gave information on inclusion of learners with physical impairment. The interview schedule was made up of structural and semi-structural questions. This interview was administered to the County Director of Education (CDE) of Garissa or his nominee. Besides the other instruments such as Focus Group, Discussion (FDG) and observation guide was used.

3.6 Instrument validity

Instrument validity refers to the degree to which the instruments measure the construct under investigation. Validity of the instrument was supported by use of study objectives to generate items for the instruments. Besides, the results of the pilot study revealed where some instruments failed to measure the variables in which case they were adjusted or discarded. The pilot study was conducted in one of the 19 schools sampled for the study. It revealed that all the variables of the study influenced the inclusion of the learners with physical impairment in Daadab refugee camp. Piloting of the study helped to ensure validity. The main essence of pre-testing was to assess the clarity of the research instruments, Malusa (1988). This entailed their validity and reliability as well as suitability of the language used. All items in the questionnaires were discussed with the respondent to remove any notable ambiguities which were revealed during the piloting of the study. The supervisors also thoroughly went through the instruments and gave their valuable advice before the instruments were put into use.
3.7 Instrument reliability

Prior to putting the research instruments to use, they were subjected to pretesting or piloting. The test-retest technique, as advocated for by Young (1992) was then applied. The necessary adjustments were done and instruments administered again to the respondents. The mean score for each item answered by each respondent in the two tests were computed and the Pearson product moment of co-relation, coefficient (r) was calculated between the mean score of the results from the first and the second test, Monette, Sullivan and DeJong (1990).

The following formula was then applied.

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

Where,

\( r \) = Pearson product moment of correlation coefficient.

\( \sum x \) = the sum of scores in x-distribution

\( \sum y \) = the sum of scores in y-distribution

\( \sum xy \) = the sum of the product of paired x and y scores.

\( \sum x^2 \) = the sum of squared scores in the x-distribution.

\( N \) = the sum of paired x-and y- scores.

The researcher proposed to set the value of \( r \) required to judge the instruments at 0.5, as is suggested by Cronbach (1970). To achieve a desirable reliability, the results underwent a thorough scrutiny by two supervisors from the University of Nairobi.
3.8 Data collection procedure

The researcher wrote the proposal of the study and sought for permission from the university. He then sought permission and approval for collecting data from National Commission for Science, Technology and Innovation (NACOSTI). He then embarked on the journey to Garissa where he reported to county director of education and the County commissioner of Garissa. At the county Director of education’s office he was given a list of schools and their directions. This procedure applied both during piloting and the main study. On visiting each of the sampled schools, the researcher produced a letter of introduction to the respective school head teacher and on getting approval to conduct the research in the schools randomly selected teachers and learners for administration of instruments. The researcher was keen to assure respondents of the confidentiality by ensuring no names appeared anywhere in the instruments or in the final report of the study. The completed questionnaires were collected in a sealed envelope after one week.

3.9 Data analysis procedure

According to Tromb and Kombo (2006), data analysis is the process through which the data that has been collected is examined. Analysis of data started with editing of the questionnaire and other research instruments. This cleansed the data by removing errors from the respondents such as spelling mistakes and identifying items not responded to.
Quantitative data was analyzed using descriptive statistics such as frequencies, averages and percentages. The results were presented through tables and figures. Spearman correlation was used to establish the strength and direction between variables. Qualitative data was classified on common attributes then tallied to obtain statistical frequencies, tabulated and finally analyzed using descriptive statistics. According to Kothari (2010) this helps to collapse large volumes of qualitative data in numerical form for ease of statistical interpretation.

3.10 Ethical considerations

Ethical considerations were observed in the research at all stages; the researcher complied with the due procedure of the university which includes submitting a consent paper, getting the proposal approved before embarking on data collection. Getting a letter of authority to conduct the research was also done from NACOSTI.

During the actual collection of data, the researcher dully identified himself to the respondents and explained the purpose of the research. He observed confidentiality and made it clear to the respondents that their identities would not be disclosed at any stage of the research. Consent of adults was sought before interviewing children. Most importantly, the researcher was courteous and handled the learners with physical impairment with a human face avoiding derogatory, demeaning or stigmatizing language.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data presentation and analysis of the data collected through questionnaires, Focus Group Discussion, interview schedule and observation guide.

4.2 Questionnaire return rate for respondents

The table 4.1 shows the questionnaire return rate for the study.

**Table 4.1 Questionnaire return rate for head teachers, teachers and learners**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Target population</th>
<th>Returned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>19</td>
<td>19</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>80</td>
<td>70</td>
<td>87.5</td>
</tr>
<tr>
<td>Students</td>
<td>98</td>
<td>90</td>
<td>91.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>197</strong></td>
<td><strong>179</strong></td>
<td><strong>90.9</strong></td>
</tr>
</tbody>
</table>

All the head teachers (100.0%) returned their questionnaires, while 87.5% of teachers and support staff returned their questionnaires as targeted. 91.9% of the learners returned their questionnaires. Mulusa (1990) stated that 50.0% return rate was adequate, 60.0% good and 70.0% very good. The return rate was therefore considered good for the information for the purpose of data analysis.
4.3 Demographic characteristics of respondents

The study sought to establish the demographic characteristics of respondents. The characteristics included gender, age, academic qualifications and experience and duration of stay in the camps. The rationale of including these attributes in the analysis is that they help shed some light on factors influencing the inclusion of physically handicapped learners in Dadaab refugee camp.

4.3.1 Head teachers’ demographic data

The study sought to establish the gender of the head teachers. The results are shown in Table 4.2:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the head teachers were male. Females were missing maybe due to gender cultural barriers prevalent in refugee camps. This agrees with CARE (2011) that a lot of cultural barriers are evident in the camps that prevent girls from accessing education.

The study sought to establish the age of the head teachers. The results are shown in Table 4.3:
Table 4.3 Head teachers’ Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 yrs</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>31-45 yrs</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Over 45 yrs</td>
<td>7</td>
<td>36.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

More than half of the head teachers (52.6%) were aged between 31-45yrs, while (36.9%) were aged over 45yrs. Only 10.5% were aged 20-30yrs. The ages of the head teachers depict mature people who are in a position to give reliable information about the situation in their respective schools.

Experience in any profession is an integral part of service provision. The teaching experience of the head teachers was therefore of importance and it was sought by the study. The results are shown in Table 4.4:

Table 4.4 Teaching experience of head teachers

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 yrs.</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>4-8 yrs.</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>9-12 Yrs.</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Over 12 yrs.</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
Three years of teaching experience qualifies a head teacher to be versed with the challenges of inclusion of refugees in the school. The head teachers interviewed were therefore competent enough to provide the much needed data on the institutional factors influencing the inclusion of the refugees in Dadaab as 62.5% had been in the schools for more than four years. Probably the length of stay in the camp of the head teachers also influenced the inclusion.

Professional qualifications are an important aspect of any occupation. This aspect was sought by the study. Teachers have embarked on capacity building and were in different grades regardless of their current posting. The results are as shown in Table 4.5:

Table 4.5 Head teachers’ professional qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Certificate</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Qualification of the head teachers was sought by the study. Most of the head teachers (52.6%) had P1 qualification. Teachers with diploma, degree, masters and PhD were 26.3%, 15.8%, and 5.3% respectively. Perhaps head teachers who had higher qualifications understood the plight of the refugees better and consequently could treat them well. This agrees with the findings of UNESCO (2003)

4.3.2 Teachers’ Demographic Information

Teachers’ demographic information including age, gender, professional qualifications and duration of stay in the camp was sought by the study. Gender is a very important aspect of the demographic information pertaining to teachers. The presence of female teachers in the refugee camps are an encouragement to the girl-child. The study sought to establish the gender of the teachers who participated in the study. The results are displayed on the Table 4.6:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60</td>
<td>87.5</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the findings majority (87.5%) of the teachers were males while (12.5%) constituted of the female teachers. The disparity in the gender could have been caused by socio-cultural barriers that exist in the community that is dominant in the camp.
Teachers’ age

Age of teachers is an important aspect in the study because different age groups are likely to have a different perspective to the subject under investigation. This was sought by the study and the results are shown in Table 4.7:

Table 4.7 Age of teachers

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 yrs</td>
<td>25</td>
<td>35.7</td>
</tr>
<tr>
<td>31-45 yrs</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>Over 45 yrs</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

On age distribution the study established that majority (42.9%) of the teachers were aged between 31 and 45 followed by (35.7%) of the respondents aged between 20 and 30 years. Only 21.4% of the teachers were aged over 45 years. The age bracket of teachers is probably a reflection of the young trained teachers who are seeking teaching opportunities in the refugee camps due lack of vacancies in government institutions.

Experience of teachers in any school is very important as the more experienced the teachers are, the more in-depth information they can give about the institution. The experience of teachers was sought by the study and the results are shown in Table 4.8:
### Table 4.8 Teaching experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 yrs.</td>
<td>25</td>
<td>35.7</td>
</tr>
<tr>
<td>4-8 yrs.</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>9-12 Yrs.</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Over 12 yrs.</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On teaching experience, the findings revealed that 35.7% of the teacher’s had taught for 1-3 yrs. 21.4% had taught for 4-8 years. 14.3% had worked for 9-12 years while 28.6% had taught for over 12 years. This implies that teachers were fairly distributed in terms of experience and were competent enough to give reliable information on institutional factors influencing the inclusion of physically impaired learners in primary schools in Dadaab refugee camp.

The professional qualification of teachers was sought by this study. It is important to establish the professional qualification of the teachers in the schools under study because professional qualifications have a direct influence on quality education. The findings are as shown in Table 4.9:
Table 4.9 Professional qualifications of teachers

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service course</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>P1 Certificate</td>
<td>28</td>
<td>40.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>20.0</td>
</tr>
<tr>
<td>Degree Certificate</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study established that majority (40.0%) of the teachers had P1 certificates, 34.3% had in-service course, 20.0% had diplomas, only 5.7% had degree certificates while none had neither masters nor PhD. The substantial number of teachers with only in-service course qualifications constituting 34.3% could have been as a result of recruitment of volunteers in the camps as it is difficult to get qualified teachers in a crisis situation.

4.3.3 Demographic information of learners with physical impairment

The demographic details of learners were sought. These included age, gender, duration of stay in the camp and their classes.

Establishing the gender of learners in any institution is very important as it depicts gender parity in the learning institutions. The study therefore sought the gender of the learners with physical impairment in the schools under the study; the results of the findings are as shown in Table 4.10.
Table 4.10 Gender of learners

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>75.6</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>24.4</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the learners (75.6%) were found to be male while only 24.4% were female. Maybe this disparity was as a result of gender biasness and retrogressive cultural practices against girls in the camps which deny them access to educational opportunities. Hence this result agrees with Hunt, Layton and Prince (2015) that achieving gender parity in an emergency situation is not easy and takes time and effort.

Establishing the age of the learners in an institution is of paramount importance so as to have perception from diverse age ranges. The age of the learner respondents was sought by the study. The results are as shown in Table 4.11:

Table 4.11 Age of learners

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-13yrs</td>
<td>27</td>
<td>30.0</td>
</tr>
<tr>
<td>14-16yrs</td>
<td>35</td>
<td>38.9</td>
</tr>
<tr>
<td>17-19yrs</td>
<td>18</td>
<td>20.0</td>
</tr>
<tr>
<td>Over 20yrs</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Most of the children (38.9%) in the camp were discovered to be aged 14-16 years. The age group in 10-13 years constituted 30.0% whereas 20.0% were in the age range of 17-19 years. 10.0% of the students sampled was aged over 20 years. The student respondents were therefore old enough to respond to questions related to institutional factors influencing the inclusion of learners with physical impairment in the camp. The 30.0% of the students between the ages of 17 to over 20 years could have delayed to enroll in school or repeated classes due to the crises they encountered in the country of origin and difficulties in admission in the camps due to strict admission policies. This agrees with Burton and Gurney (2008) that refugee children are faced with a myriad of challenges when getting admitted in schools in the camp.

Class levels of learners sampled for the study was established. This was important to have a balanced perception of the situation in the camp from a variety of classes. Only learners in classes 4-8 were interviewed.

The results of the findings are as shown in Table 4.12:

**Table 4.12 Class levels of learners**

<table>
<thead>
<tr>
<th>Classes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 4 – 5</td>
<td>27</td>
<td>30.0</td>
</tr>
<tr>
<td>Class 6 – 7</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td>Class 8</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Of the learners with physical impairment who responded to the FGD most (44.4%) were in classes 5-6, 30.0% were in classes 6-7 while 25.6% were in class 8. The concentration of most of the learners in classes 6-8 (70.0%) could be an indicator of admission of new students as a result of recent crisis in Somalia (UNHCR 2011).

The length of stay for the learners in the camp is an important aspect of the study. The results are shown in Table 4.13:

**Table 4.13 Learner’s duration of stay in the camp**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 yrs.</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>4-6 yrs.</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>7-9 yrs.</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>Over 10 yrs.</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90.00</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study revealed that most students (44.4%) had stayed in the camp for over 10yrs. 22.2% had stayed for more between 4-6years and 7-9years respectively. Only 11.1% had stayed between 1-3years. The older students had stayed longer at home before being admitted in school. They cited difficulties in admission which were present at the time of their arrival in the camps. These included registration certificates of their parents and their birth certificates. The younger students said admission had become easier but others could not remember how they were admitted.
4.4 UNHCR Policies and inclusion of the learners with physical impairment according to head teachers

The researcher sought to establish the extent to which UNHCR policies on inclusive education influenced inclusion of the learners with physical impairment. The item was examined in five parameters as illustrated below:

**Key:**

*Strongly disagree=1, disagree=2, undecided=3, agree=4 and strongly agree=5.*

The interpretation of the mean will be as follows:

The mean was arrived at by summation 1+2+3+4+5 above

The sum divided by the number of items thus 1+2+3+4+5/5=3

Mean=3.0, the interpretation is as follows: Above 3.0 means agree strongly, =3.0 means neutral and below 3.0 means disagree.

The results are displayed in Table 4.14:
Table 4.14: UNHCR Policies on inclusive education according to head teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies on inclusive education are strictly followed by the school.</td>
<td>3.12</td>
<td>1.33</td>
</tr>
<tr>
<td>The policy guidelines on admission of refugee children are not clear.</td>
<td>3.44</td>
<td>1.22</td>
</tr>
<tr>
<td>Policies on inclusive education do not adequately cover refugee children.</td>
<td>3.43</td>
<td>1.25</td>
</tr>
<tr>
<td>Registration documents are a mandatory requirement for refugee enrolment.</td>
<td>4.23</td>
<td>0.99</td>
</tr>
<tr>
<td>Policies on inclusive education are not well disseminated to head teachers.</td>
<td>4.56</td>
<td>0.77</td>
</tr>
<tr>
<td>Policies on inclusive education are enforced with involvement of key stakeholders.</td>
<td>4.44</td>
<td>0.98</td>
</tr>
<tr>
<td>Flexible rules on teacher recruitment, compromise the quality of learning.</td>
<td>4.65</td>
<td>0.76</td>
</tr>
<tr>
<td>Without enforcement of education Act 2012 , it would be impossible to include learners with physical disabilities in the schools in the camp</td>
<td>4.64</td>
<td>0.77</td>
</tr>
</tbody>
</table>

**n=19**

Based on the findings head teachers were undecided on the following statement: policies on inclusive education are strictly followed, the policy guidelines on
admission of refugee children not clear and that policies do not adequately cover refugee children with (mean=3.12, standard deviation=1.33), (mean=3.44, standard deviation=1.22) and (mean=3.43, standard deviation=1.25) respectively. The head teachers however agreed on the following statements that registration is a mandatory requirement for refugee enrolment and government policies on inclusive education are enforced with involvement of key stakeholders (mean=4.23, standard deviation=0.99) and (mean=4.44, standard deviation=0.98) respectively. Head teachers strongly agreed that government policies on inclusion are not well disseminated to head teachers, flexible rules on teacher recruitment, compromise the quality of learning and that without the enforcement of Education Act 2012, it would be impossible to include learners with physical disabilities in the schools in the camp (mean=4.56, standard deviation=0.77), (mean=4.65, standard deviation=0.76) and (mean=4.64, standard deviation=0.77) respectively.

Maybe the head teachers were undecided on a number of issues due to the fact that learning in the schools in the refugee camps is not harmonized under one policy. Each school would implement what best suits their situation. This agrees with the report by UNHCR (2011) on the deplorable condition in Daadab refugee camp.

They however agreed that registration requirement is mandatory. This may be a strict policy monitored by UNHCR and therefore teachers are obliged to implement it.
According to the county director of education, there are policies which outlaw discrimination on various grounds such as race, tribe and color, disability. The new constitution of Kenya (2010) explicitly prohibits discrimination on the grounds of health status, disability, ethnic diversity or vulnerability.

The study revealed that another policy is Free Primary Education (FPE). This policy is crucial to the attainment of Universal Primary Education (UPE), removes all levies that previously prevented children especially those from poor economic backgrounds from accessing education. The policy encompasses special education and schools which enroll children with disabilities, through the provision of additional funding to meet their unique needs in regular schools. This conforms to Republic of Kenya (2003).

Another policy is national Development Plan. According to the findings, this policy focused on strengthening vocational rehabilitation centers for people with mental and physical disabilities and affirmative action in areas of employment, vocational training and education. Vision 2030 was noted as a policy which provides a long-term development framework and initiatives aimed at sustaining rapid economic growth and tackling poverty. This according to the director included all vulnerable populations such as refugees.

The officer revealed that these policies were also implemented by the county government of Garissa. Head teachers also indicated that the Policies were clear to the teachers and other educational stakeholders. The findings further revealed
that there was enforcement of the policies on inclusive education by all the county’s schools. In addition, the officer indicated that Garissa County had learner–friendly policy guideline for schools. He further explained that there were many provisions by the county education office to make the schools in Daadab refugee camp learner-friendly in collaboration with United Nations High Commission for Refugees (UNHCR). However; lack of funds hampered the implementation of such related programmes.

The researcher sought to investigate how government policies affected the inclusion of the learners with physical impairment. The results are displayed on Table 4.15:
Table 4.15: UNHCR policies influence according to teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of policies on inclusive education of refugee children in the camp.</td>
<td>3.54</td>
<td>1.33</td>
</tr>
<tr>
<td>The policy guidelines on inclusive education exist but are not to clear me</td>
<td>4.12</td>
<td>0.83</td>
</tr>
<tr>
<td>UNHCR policies on inclusive education adequately cover refugee children</td>
<td>3.87</td>
<td>0.98</td>
</tr>
<tr>
<td>Registration documents are mandatory requirement for refugee admission</td>
<td>3.35</td>
<td>1.34</td>
</tr>
<tr>
<td>Policies on refugees are well disseminated to staff in the schools</td>
<td>2.35</td>
<td>1.40</td>
</tr>
<tr>
<td>UNHCR policies on inclusive education are enforced without prior induction of teachers and refugee learners</td>
<td>4.34</td>
<td>0.97</td>
</tr>
<tr>
<td>Flexible rules on teacher recruitment compromise the quality of learning</td>
<td>4.12</td>
<td>0.67</td>
</tr>
<tr>
<td>The policies on inclusive education include children with special needs</td>
<td>3.11</td>
<td>1.34</td>
</tr>
</tbody>
</table>

n=70

Teachers agreed that they were aware of policies on inclusive education of refugee children in the camp. They also agreed that the policy guidelines existed but were not to clear them. They agreed that policies on inclusive education adequately cover refugee children. Registration documents are mandatory requirement for refugee enrolment, they also agreed that government policies are enforced without prior induction of teachers and refugee learners (mean=3.54, standard deviation=1.33), (mean=4.12, standard deviation=0.83), (mean=3.87, standard deviation=0.98), (mean=4.34, standard deviation=0.97) and (mean=4.12,
standard deviation=0.67) respectively. The respondents were undecided on the statement that registration documents are mandatory requirement for refugee admission, the policies included children with special needs with (mean=3.35, standard deviation=1.34) and (mean=3.11, standard deviation=1.34) respectively. UNHCR policies are very important as they as cover child protection policies in an emergency situation such as Dadaab refugee camp. All workers dealing with children within this context must be measured against the policies. Teachers and support staff need therefore to be aware of them as this forms a minimum requirement during their recruitment to work with the vulnerable children. The policies must be clear to them as their continued engagement with the children in the camp would largely depend on whether they protect children and do not practice discriminatory practices against them.

However, the policies are not well disseminated to staff. The teachers interviewed revealed that their interaction with the school administration was very minimal due to the crisis in the camp. Maybe the head teacher was overwhelmed with the day-to-day activities of the school and did not have time for frequent staff meetings to disseminate the policy issues. This probably confirms the magnitude of the crisis in the refugee camps according to CARE (2010).

Inclusive education policies were enforced without prior induction of teachers and the support staff. Probably the effect of influx of refugees and lack of knowledge on inclusion on the part of head teachers necessitated this. This conforms to the report by Kenya National Survey for Persons with Disability (2008) that most head teachers are not knowledgeable on inclusive education.
4.5 Learner-friendly environment and the inclusion of the learners with physical impairment

The researcher sought to establish the extent to which learner friendly environment influenced inclusion of the learners with physical impairment. The results are displayed on table 4.16:

Table 4.16: Head teachers’ responses on influence of Learner- Friendly environment on inclusion of learners with physical impairment according to head teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugee children receive a warm welcome by the school fraternity</td>
<td>3.99</td>
<td>1.34</td>
</tr>
<tr>
<td>The language used in the school does not discriminate against the refugee children</td>
<td>4.55</td>
<td>0.99</td>
</tr>
<tr>
<td>Non-disabled learners are briefed on how to relate with refugee children with impairment</td>
<td>4.56</td>
<td>0.91</td>
</tr>
<tr>
<td>The school environment is conducive for learning for all children</td>
<td>3.96</td>
<td>1.13</td>
</tr>
<tr>
<td>Learners co-exist harmoniously despite diversity</td>
<td>3.98</td>
<td>1.12</td>
</tr>
<tr>
<td>School infrastructure is Inclusive sensitive.</td>
<td>4.12</td>
<td>0.97</td>
</tr>
<tr>
<td>Refugee children have equal learning opportunities with others</td>
<td>3.97</td>
<td>1.11</td>
</tr>
<tr>
<td>There is equal treatment for all children in the school</td>
<td>4.65</td>
<td>0.96</td>
</tr>
</tbody>
</table>

n=19
Head teachers agreed on the statement that refugee children receive a warm welcome by the school fraternity, the school environment is conducive for learning for all children, learners co-exist harmoniously despite diversity, school infrastructure is inclusive sensitive, refugee children have equal learning opportunities with others (mean=3.99 standard deviation=1.34), (mean=3.96, standard deviation=1.13), (mean=3.98, standard deviation=1.12), (mean=4.12, standard deviation=0.97) and (mean=3.97, standard deviation=1.11) respectively. The respondents strongly agreed that the language used in the school does not discriminate against the refugee children, Non-disabled learners are briefed on how to relate with refugee children with impairment and there is equal treatment for all children in the school (mean=4.55, standard deviation=0.99), (mean=4.56, standard deviation=0.91) and (mean=4.65, standard deviation=0.96) respectively.

The county director asserted that although the learning environment in the refugee camps was not learner friendly, plans were underway to improve the conditions. According to the respondent, the government had provided funds to make ramps, increase toilets and sanitary facilities for both boys and girls and provide assistive devices for learners with physical disabilities to facilitate their mobility within the learning environment. The free Primary Education (FPE) policy (2003) and the additional capitation had improved the situation. Moreover, the government had a plan to employ more teachers in county including the schools in the refugee camps.
The county director of educations views may have been different from that of the head teacher and other respondents on the same issue because being a government representative; he could be defending the position of education in the county at all costs.

The learners agreed that the learning environment was not conducive for them. There was a serious congestion in the classrooms and they had to give way for their non-disabled peers to access services first. Some had befriended other children to help them get food and secure places to sit in class. The ratio of text books to students was at the best 4:1 and this meant they could not easily access them. They lacked assistive devices such as wheelchairs, walkers, crutches and physiotherapy services. Most school compounds were ragged and difficult for them to maneuver.

The researcher sought to investigate opinion of head teachers on the extent to which teachers competencies influenced inclusion of the learners with physical impairment. Where 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. The results are displayed on Table 4.17:
Table 4.17: Teachers’ and support staff competencies according to head teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in this school are specially trained to handle learners with disabilities</td>
<td>13.0</td>
<td>87.0</td>
</tr>
<tr>
<td>Teachers in this school have skills to teach refugees with physical disabilities</td>
<td>21.0</td>
<td>79.0</td>
</tr>
<tr>
<td>Teachers in this school use varied methods in teaching refugees in inclusive setting</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Teachers receive refresher courses on how to handle learners with disabilities</td>
<td>20.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Awareness is created in the county on issues of refugee children with physical impairments</td>
<td>24.0</td>
<td>76.0</td>
</tr>
</tbody>
</table>

\[n=70\]

The findings revealed that 87.00% of the head teachers disagreed with the statement that teachers in Garissa county are specially trained to handle learners with disabilities. 79.00% also disagreed on the statement that teachers in Garissa County have skills to teach refugees with physical disabilities. An equal number of head teachers (50.00%) agreed that teachers in this county use varied methods in teaching refugees in inclusive setting. 80.00% of the head teachers disagreed that teachers receive refresher courses on how to handle learners with disabilities. Only 20.00% agreed. 76.00% of the head teachers indicated that awareness is not created in the county on issues of refugee children with physical impairments.
Based on the findings, appropriate teacher education is the foundation of successful inclusive education. Additionally, regardless of any form of professional development as with school-based in-service or pre-service training it was teachers with substantial training in special education who held higher positive attitudes than those with little or no training on inclusion. According to the director, teachers who had attained university education demonstrated more confidence in meeting the requirements of students with disabilities. The director revealed that opportunities to attend courses relating to the special education programmes were vital tools to increasing the level of teachers’ competency. According to the education director interviewed, county education office did a follow-up on the inclusion of refugee children in the regular programs in Daadab and was allocating funds to make learners in the refugee camp comfortable. However, the funds were inadequate and not well used to benefit the intended children.

4.6 Suggestions on how schools can enhance inclusion of learners.

The fourth objective sought opinion on strategies to improve inclusion of the learners with physical impairment in primary schools. The question elicited a number of suggestions from the head teachers.

UN and its agencies play a crucial role in the education of refugees. There were suggestions by head teachers that UNHCR which is the responsible agency of UN in regards to refugees should coordinate well with other organizations to facilitate the education of refugees, especially those with impairments. Due to the fact that
disability had not been given prominence by UNCHR majority, head teachers suggested that they be considered and budgetary allocations be put in place for their inclusion. These suggestions are in tandem with the views of UNESCO (2009) that strong advocacy for refugees were necessary especially on certification and validation of their achievements.

The head teachers suggested that there should be a follow up on implementation of the right to education for refugees in inclusive set ups. This was after realization that some refugee children were denied admission in some regular schools. Coupled with this was the right of children with disabilities whose rights should be viewed as human rights. This conforms to the convention on the rights of the child (1989) which states that all children under 18 years have specific rights without discrimination of any kind (Article1)

The head teachers reiterated that more funding should be channeled to schools which offered inclusive education. The money they said should be disbursed promptly to be used for development programmes such as making the school environments child friendly.

4.6.1 Suggestions of the County director of education on strategies to enhance inclusion of the learners with physical impairment

The County director of education of Garissa County made three major suggestions concerning the enhancement of inclusive education of refugees.
Firstly, he emphasized on the need to involve more stakeholders in the education of refugees. He proposed that the government should work closely with development partners to improve the services for refugee education by coordinating the functions and the resources more effectively.

4.6.2 Suggestions on strategies of enhancing inclusive education in refugee camps according to teachers.

Teachers were requested to suggest strategies that could be used to enhance the inclusion of the physically impaired children in primary schools. They suggested the following:

That teachers training opportunities should be enhanced. This should be done with the support of UNHCR, MOE and existing non-governmental organizations in Dadaab such as CARE and Handicapped International. They further suggested that in-service courses should be expeditiously introduced to equip them with prerequisite skills to handle physically impaired refugees already enrolled in the regular schools.

There was also a suggestion to streamline the process for integration of new arrivals in the camp into the education system. On this aspect they suggested registration process could be freed of hurdles which made its longer and harder to facilitate the inclusion of newly-arrived children in the schools.

They also suggested that to enhance their competency, they should be given some incentives to motivate them to work with refugee children. This according to them entailed guaranteeing their security, provision of decent housing and
payment of some allowances over and above what they were already receiving. They suggested that learning conditions should be improved to not only accommodate learners, but also teachers with disability. They reiterated that employing teachers with physical disability would be a motivating factor for the learners as they viewed the teachers as role models.

4.6.3 Suggestions on how schools could enhance inclusive education according to learners.

The last objective sought to elicit views on suggestions about strategies that could enhance the inclusion of the learners with physical impairment in primary schools. The students who gave their opinions during the FGD on this question suggested that:

UNHCR and its implementing partners should work with the Kenyan authorities to find ways to adapt the Kenyan curriculum to include more use of the Somali language. This is because they identified language barrier as a hindrance to their learning achievement while in the refugee camp. They argued that for successful repatriation, it was essential that they were able to perform effectively in the Somali language of instruction. This view is supported by UNESCO (2009) on repatriation of refugees.

Another suggestion by the students concurred with that of the teachers that registration procedures should be reduced to facilitate their quick inclusion into the education programme.
Many students from Somali origin were optimistic that soon, peace would be restored in their country. They suggested that when repatriation becomes viable solution UNHCR needs to lobby for mechanism for recognizing Kenyan certificates they would have achieved. This they said should be formalized in a tripartite agreement between UNHCR, Kenya and Somalia governments. They suggested that the inclusive education they were undergoing should be considered for gaining employment in Kenya in case repatriation delayed. They also suggested that the learning environment should be made learner friendly by increasing the number of facilities and better ways to access the learning areas and facilities.

Learners were concerned with security and suggested that security in the camp should be beefed to allow them access school programmes at any time without being afraid of consequences of operating late in the evenings.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, summary of the findings, conclusions on the institutional factors influencing the inclusion of physically impaired learners in primary schools in Daadab refugee camp, Kenya. The chapter also presents recommendations and suggestions for further research.

5.2 Summary of the study

The study explored the institutional factors influencing the inclusion of physically impaired learners in primary schools in Daadab refugee camps. Chapter one was a general introduction of the study which explored the background. The plight of the refugees worldwide was highlighted with focus on the refugees in Lebanon and Tanzania where the recent crisis in the neighboring Burundi has triggered mass displacement and subsequent influx in the country. The pathetic situation of the refugees in Daadab exposed deplorable learning condition of refugees in the camps. The four objectives of the study were clearly set out in chapter one to give guidance. The objectives were:

i) To determine how UNHCR policies on inclusive education influence the inclusion of physically impaired learners in Daadab refugee Camp.

ii) To determine whether the use of learner friendly facilities influences the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp.
iii) To examine how competencies of teachers and support staff influence the inclusion of the learners with physical impairment in primary schools in Daadab refugee camp.

iv) To identify strategies that schools can use to ensure the inclusion of learners with physical impairment in primary schools in Daadab refugee camp.

Chapter one also gave direction of the study by outlining its purpose, research questions, significance, limitations, delimitations, assumption and the definition of significant terms.

Chapter two explored the review of literature guided by the four objectives. Literature reviewed encompassed the concept of inclusion under many international policy documents and legal underpinnings of inclusion. The plight of refugees was generated from a global perspective to the situation in Daadab refugee camp in Kenya. The literature review also looked at the four objectives and what other researchers had documented about them and the existing gaps in the previous studies. Theoretical and conceptual frameworks were exhaustively discussed in this chapter. The social model theory was identified to guide the study.

Chapter three detailed the research methodology used for the study. Descriptive survey design was used. The target group was the learners with physical impairment under inclusive education in the Daadab refugee camps. 19 schools were covered in the research. Data was collected from 19 head teachers, 80 teachers 12 learners and 1 county director of education. The instruments used to
collect data were: questionnaire, interview Focus Group Discussion (FGD) and observation guide. All the ethical considerations were observed especially in the handling of the vulnerable learners by not stigmatizing or causing psychological distress to them.

5.3 Summary of the findings

The study established that the UNHCR policy on documentation such as birth certificate and proof of refugee status hindered many refugee children from attending regular schools. The procedure of attaining these documents was so cumbersome and time consuming that many refugee children did not have them. Moreover, the study established that the learning situation in Daadab refugee camp was not learner friendly to the learners with physical impairment. There was a serious congestion of learners in classrooms and the ration of pupils to textbooks was at the best 4:1. With that, the learners with special needs could not achieve quality education. Facilities were in dilapidated condition and needed repair. Learning materials were not enough and the learners with physical impairment could not get adequate space for movement. The schools also lacked assistive devices like ramps and crutches to facilitate physical mobility of the learners with physical impairment.

It also revealed that teachers and support staff competence levels was wanting and could not guarantee inclusive learning. They lacked the necessary skills to handle vulnerable learners such as refugees and more specifically those with physical impairment. Inadequate training was a challenge facing the process of
inclusion of impaired learners in Garissa county. This is because most teachers are not qualified to handle the students with physical challenge. It was noted that many teachers perceived their professional knowledge and skills as inadequate to effectively handle students with disabilities in regular schools.

It revealed useful suggestions on strategies that can strengthen Inclusive education in Daadab refugee camps. Among these were increased partnerships with development partners other than UNHCR to supplement the efforts of the existing partners.

According to the findings, despite the support that is given by the government and UNHCR, barriers to inclusion for students with physical impairment still exist. UNHCR policies such as those on documentation and verification of authenticity of refugees take too long and consequently deny potential learners access to school.

Inaccessible environment, lack of assistive devices such as walkers, wheelchairs, crutches, and specially adapted learning materials are lacking and this makes the learning of the physically impaired not as effective as it should be. Many learners with physical impairment repeat or drop out of school due to poverty levels among their parents or guardians and therefore undermining the purpose of Free Primary Education which emphasizes the completion of a full cycle of education. Teachers and support staff urgently need training on how to handle learners in an inclusive set up. Their competencies were wanting and need to be enhanced.
through in-service trainings to help them cope up with the needs of the vulnerable population they in the refugee camps.

To enhance inclusive education, it was suggested that supplementary efforts from other organizations should be encouraged. Although UNHCR and CARE are catering for the needs of the refugees, much more needs to be done particularly in the area of making the camps conducive for the learning of all regardless of diverse differences.

These findings concur with Croft, (2010) that the road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. No government or organization can realistically expect to switch overnight from special or integrated approaches to inclusive education.

5.4 Conclusion

Although education is free and officially available to all in Daadab, there were still many challenges. Many refugees especially those who are physically impaired still faced a lot of bottle necks during admission as a result of strict UNHCR policies requirement during admission. The documentation procedure takes a long time and this barred many children from school. While UNHCR’s education system serves the education needs of children, drop-out rates were still high.
The learning environment in the camps was not learner friendly and could not guarantee quality learning especially for children with physical impairment. This conforms to CARE Kenya (2007) that classrooms were overcrowded and education facilities were in desperate state and needed renovation. Learning mostly took place make shift tents and there were no permanent classrooms. This coupled with lack of text books and stationery rendered the camps unsuitable places for inclusive education. Before students are included, it is essential that the school atmosphere is welcoming and regular learners are briefed on how to relate with the vulnerable children. Moreover, learner friendly facilities should be provided for all learners in an inclusive set up.

On teacher and support staff competencies, training was discovered to be a key component to a successful inclusion plan. Training should be conducted to all members of the school community before the students are admitted. Many teachers were trained at a period when mandatory special education units were not included in the pre-service training. They had not expected to teach students regarded as special’. They do not have skills to handle students with diverse abilities. Policy changes however, have overtaken them and they find themselves facing students with a wide range of abilities. The capacity building of both teachers and support staff working in inclusive situations is therefore of importance.

To achieve a comprehensive inclusive education especially in emergency situations such as refugee camps, there is need for a multi sectoral approach with many development partners supplementing the efforts of UNHCR.
5.5 Recommendations of the Study

- Children with disabilities should be educated in the mainstream schools together with their non-disabled peers.
- UNHCR policies on registration and admission of refugees in the camps should be improved to expedite the enrollment of children into schools. Other policies on education should be reinforced in the schools to prevent exploitation of the refugees through unnecessary levies and bribery by the school authorities during admission.
- The learning environment in the camps should be made child-friendly by improving the physical infrastructure such as classrooms and playing fields.
- There should be capacity development of teachers and support staff to improve their competency levels in dealing with the vulnerable learners in the refugee camps. This can be in the form of refresher courses, seminars and in-service trainings.
- There should be increased collaboration among stakeholders in the humanitarian and education sectors to ensure improved educational intervention for refugees with physical impairment.
5.6 Suggestions for further research

The current study investigated the institutional factors influencing the inclusion of learners with physical impairment in primary schools in Daadab refugee camp, Kenya.

- It recommends that a study be carried out on the influence of other factors on inclusion apart from institutional factors.

- It is also advisable to carry out a study in other refugee camps so as to have a balanced and widely informed perception on inclusive education of refugees.

- Besides, there is need to carry out a study on how inclusive education has worked for other forms of disabilities such as the visually impaired to establish the challenges they face in the process of learning in inclusive set ups.

- A study should also be carried out on effective implementation of inclusive education in public secondary schools and tertiary institutions in Kenya to depict a general position of the gains and challenges of inclusive education in the entire education sector since its inception in Kenya.
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APPENDIX I
LETTER OF INTRODUCTION

Shadrack O. Odero
University of Nairobi
Department of Education
Administration and Planning
P.O. Box 30197-00100
Nairobi
1st October 2015

To the Head teacher
............................Primary School
Daadab.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student of University of Nairobi currently undertaking a course in Masters of Education in Emergencies. I am carrying out research on Institutional factors influencing Inclusion of the learners with physical impairment in primary schools in Daadab Refugee Camp.

I therefore kindly request the head teacher, teachers and refugee children with physical impairments to fully participate in this study. The information gathered will be used purposely for academic reasons and your names will not be mentioned either on the questionnaire or in the final report. Findings of the study shall upon request be availed to you.

Your valuable assistance and co-operation will be highly appreciated. Thanks in advance.

Yours faithfully,

Shadrack O. Odero.
APPENDIX II
HEAD TEACHERS’ QUESTIONNAIRES
The aim of this research is to investigate the institutional factors that affect the Inclusion of learners with physical impairment in Daadab refugee Camp, Kenya. I would like to kindly appeal to you to fill in the questionnaire as honestly as possible and to the best of your knowledge. The information generated will be strictly confidential and will be used for the purposes of this study only. No names will be attached to the questionnaire or report of this study. Please do not indicate your name anywhere on the questionnaire.

Section A: Demographic Information

Please tick (✓) in the appropriate response

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

2. What is your age range? 20-30 yrs [ ] 31-45yrs [ ] Over 45yrs [ ]

3. What is your highest professional certificate?

   Untrained [ ] 3 months in-service course [ ] Certificate [ ]

   Diploma [ ] Degree [ ]

   Masters [ ] Any other ……………………………………………………..

4. How long have you been a head teacher?

   1-3 yrs [ ] 4-8 yrs[ ] 9-12 yrs [ ] Over 12 years[ ]
### Section B: Influence of government of Kenya policies in education on the inclusion of the learners with physical impairment.

Please respond to the statements about how UNHCR and government policies influence the Inclusion of the learners with physical impairment in the school. Please indicate whether you strongly agree (SA), Agree (A), strongly disagree (SD), disagree (D) or if you are undecided (UD) against each statement to the best of your opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA 5</th>
<th>A 4</th>
<th>SD 3</th>
<th>D 2</th>
<th>UD 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Policies on inclusion are strictly followed</td>
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<tr>
<td>2  The policy guidelines on inclusive education are not clear on the refugee children.</td>
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<tr>
<td>3  Government policies on inclusive education do not adequately cover refugee children.</td>
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<tr>
<td>4  Registration is a mandatory requirement for refugee enrolment.</td>
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<tr>
<td>5  Government policies on inclusion are not well disseminated to head teachers.</td>
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<tr>
<td>6  Government policies on inclusive education are enforced with involvement of key stakeholders.</td>
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<tr>
<td>7  Flexible rules on teacher recruitment, compromise the quality of learning.</td>
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<tr>
<td>8  Without the policies, it would be impossible to include learners with physical disabilities in the schools in the camp.</td>
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</table>

9. Write any other useful information on government of Kenya policies in the Inclusion of refugees in the camp.
Section C: Influence of learner-friendly environment on the inclusion of the learners with physical impairment.

Please respond to the statements below about how learner-friendly environment affects inclusion of the learners with physical impairment in the school. Indicate whether you strongly Agree (SA), Agree (A), strongly disagree (SD), disagree (D) or if you are undecided (UD).

<table>
<thead>
<tr>
<th></th>
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<th>SA</th>
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<tbody>
<tr>
<td>1</td>
<td>Refugee children receive a warm welcome by the school fraternity</td>
<td></td>
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<td>2</td>
<td>The language used in the school does not discriminate against the refugee children</td>
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<td>3</td>
<td>Non-disabled learners are briefed on how to relate with refugee children</td>
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<tr>
<td>4</td>
<td>The school environment is conducive for learning for all children</td>
<td></td>
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<tr>
<td>5</td>
<td>Learners co-exist harmoniously despite diversity.</td>
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<tr>
<td>6</td>
<td>School infrastructure is Inclusive sensitive.</td>
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<tr>
<td>7</td>
<td>Refugee children have equal learning opportunities with others</td>
<td></td>
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<tr>
<td>8</td>
<td>There is equal treatment for all children in the school.</td>
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</table>

9. Write any other useful information on the implementation of learner friendly environment.
Section D: The influence of Teachers’ competencies on inclusion of the learners with physical impairment.

Please rate the statements below as True or False

1. Teachers in this county are specially trained to handle learners with disabilities
   Yes [ ] NO [ ]

2. Teachers in this county have skills to teach refugees with physical disabilities
   Yes /NO

3. Teachers in this county use varied methods in teaching refugees in inclusive setting
   Yes [ ] NO [ ]

4. Teachers receive refresher courses on how to handle learners with disabilities
   Yes [ ] NO [ ]

5. Awareness is created in the county on issues of refugee children with physical impairments. Yes /No

5. What kind of training / preparation do teachers require to handle refugee learners with physical impairments?

Section E: Suggestions on how schools can ensure inclusion of learners with physical impairment.

Suggest ways that can make the inclusion of refugees better in your own opinion in the following areas:

(a) Government of Kenya policies on inclusion of the learners with physical impairment in the school.

(b) What can be done to enhance learner- friendly environments?

(c) How best to make teachers and care givers more effective in the inclusion of the physically impaired learners in the school.

(e) Any other suggestion on how to make inclusion of the learners with physical impairment work better

Thank You
APPENDIX III
INTERVIEW SCHEDULE FOR COUNTY EDUCATION OFFICER

Section A : Demographic Information
1. What is your gender?  Female[ ] Male[ ]
2. What is your age bracket? 25-30[ ] 31-40[ ] 41-50[ ] 51-59[ ]
3. How long have you served as an education officer in the Ministry of Education/TSC? 1-3 years[ ] 4-5 years[ ] 6-10 years[ ] More than 11 years[ ]
4. How long have you served in this County?

Section B: Influence of government of Kenya policies in education on the inclusion of the learners with physical impairment.
1. Please list down policies from Kenya government that influence the inclusion of refugee learners with physical impairment.
2. Which government policy (s) does the county government of Garissa observe that directly influence the inclusion of refugees in school?
3. Are the policies clear to the teachers and other educational stakeholders?  Yes [ ] No [ ]
4. Do you enforce the policies in the schools? No [ ] Yes [ ]
What challenges do you face in the implementation of the policies on inclusive education?

Section C: Influence of learner-friendly environment on the inclusion of the learners with physical impairment.
1. Does the county have a learner-friendly policy or guideline?  Yes [ ] No [ ]
   If so, what are the policies?
2. Does the county education office enforce the policies or guidelines above if any? Yes [ ] No [ ]
3. Are there any provisions by the county education office to make the schools in Dadaab refugee camp learner-friendly? If so, what aspects of the learner-friendly environments does the county facilitate?
4. How is learner-friendly environment helpful to the refugee learners with physical impairments in Dadaab refugee camp?

5. Please suggest any ways of making the inclusion of refugees successful through learner-friendly environments.

6. Write any other useful information on the influence of child-friendly environment on the inclusion of the learners with physical impairment in the schools.

**Section D: The influence of teacher competencies on the inclusion of the learners with physical impairment.**

How many teachers are there in primary schools in Daadab Refugee Camp?

1. How many refugee learners are there in Daadab?

2. What is the distribution of teachers in Daadab by gender?
   - Number of Male teachers [ ] Number of female teachers [ ]

3. Are these teachers adequate enough to handle the learners effectively?
   - Yes [ ] No [ ]

4. How often does the county education office do a follow up on the inclusion of refugee children in the regular programs in Daadab?

5. How does your office build the capacities of teachers to handle learners with special needs in Daadab refugee camp?

6. Has your office allocated funds to make teachers and learners in the refugee camp comfortable? If yes, how are these funds used?

7. What challenges do you encounter in ensuring inclusive education for refugees in the county?

8. Please give any other useful information on the Inclusion of refugees in the county.

**Section E: Suggestions on how schools can ensure inclusion of the learners with physical impairment.**

Please suggest ways in which you think Inclusion of refugee learners with physical impairments can be implemented better.

Thank You
APPENDIX IV

TEACHERS’ QUESTIONNAIRE

The aim of this research is to investigate the institutional factors that affect the Inclusion of learners with physical impairment in Dadaab refugee camp, Kenya. I would like to kindly appeal to you to fill in the questionnaire as honestly as possible and to the best of your knowledge. The information generated will be strictly confidential and will be used for the purposes of this study only. No names will be attached to the questionnaire or report of this study.

Section A: Demographic Information

Please tick in the appropriate ( ) response

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

2. What is your age range? 20-30 yrs [ ] 31-45 yrs [ ] Over 45 yrs [ ]

3. What is your highest professional qualification?
   - Untrained [ ] 3 months in-service course [ ] P1 Certificate [ ] Diploma [ ]
   - Degree Certificate [ ] Masters [ ] PHD [ ]

5. How long have you been a teacher /support staff?
   - 1-3 yrs [ ] 4-8 yrs [ ] 9-1Yrs [ ] Over 12 yrs
Section B : Influence of government of Kenya policies in education on the inclusion of the learners with physical impairment.

Please respond to the statements about how UNHCR and government policies influence the Inclusion of refugee children in the school.

Please indicate whether you strongly agree (SA), Agree (A), strongly disagree (SD), disagree (D) or if you are undecided (UD) against each statement to the best of your opinion.

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<th>A</th>
<th>SD</th>
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<tbody>
<tr>
<td>1  I am aware of policies on education of refugee children in the camp.</td>
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<td>2  The policy guidelines exist but are not to clear me.</td>
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<td>3  Government policies adequately cover refugee children.</td>
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<td>4  Registration is a mandatory requirement for refugee enrolment.</td>
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<td>5  Policies on refugees are well disseminated to staff in the schools.</td>
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<tr>
<td>6  Government policies are enforced without prior preparation to inclusion of teachers and refugee learners.</td>
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<td>7  Flexible rules on teacher recruitment, compromise the quality of learning.</td>
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<tr>
<td>8  The policies include children with special needs</td>
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</table>
Section C: Influence of learner-friendly environment on the inclusion of the learners with physical impairment in primary schools in Dadaab refugee camp.

Please respond to the statements below about how learner friendly-environment affects inclusion of learners with physical impairments in the school. Indicate whether you strongly Agree (SA), Agree (A), strongly disagree (SD), disagree (D) or if you are undecided (UD).

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<tr>
<td>2</td>
<td>The language used in the school does not discriminate against the refugee children</td>
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<td>3</td>
<td>Non-disabled learners are briefed on how to relate with refugee children</td>
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<tr>
<td>4</td>
<td>The school environment is conducive for learning for all children</td>
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<tr>
<td>5</td>
<td>Learners co-exist harmoniously despite diversity.</td>
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<tr>
<td>6</td>
<td>School infrastructure is Inclusive sensitive.</td>
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<tr>
<td>7</td>
<td>Refugee children have equal learning opportunities with others</td>
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<tr>
<td>8</td>
<td>There is equal treatment for all children in the school.</td>
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</tbody>
</table>

Section D: The influence of teachers’ competencies on the inclusion of the learners with physical impairment.

Do you have any specialized training on how to handle learners with special needs in an Inclusive set up?

(1) To what extent do you like teaching refugee learners with disability?
   Please tick appropriately. Very much [ ] Like It [ ] Don’t like [ ] Undecided [ ]
(2) What is your major motivating factor in teaching/offering services to the refugee learners in the camp? Please tick appropriately:
(a) Good pay [ ]
(b) Strong desire for volunteerism [ ]
(c) Strong desire to teach vulnerable children [ ]
(d) Lack of a better job [ ]

(3) Please describe how you are prepared to handle learners in the camp to ensure maximum participation.

(4) What difficulties do you encounter in handling refugee learners in the Inclusive set up?

(5) Suggest ways in which you would like your capacity to handle learners with physical impairment enhanced.

**Section E: Strategies schools can use to ensure inclusion of learners with physical impairment.**

Suggest ways that can make the Inclusion of refugees better in the following areas:

(a) Government of Kenya policies on inclusion of refugees

(b) What can be done to enhance child-friendly and disability friendly environments?

(c) How best to make teachers and care givers more effective in the inclusion of refugees in the camp?

(e) Any other suggestion on how to make inclusion of refugees work better

**Thank You**
APPENDIX V

FOCUS GROUP DISCUSSION (FGD) GUIDE FOR LEARNERS

These questions are supposed to provide insight about Inclusion of refugee learners with physical impairments in your school. Please discuss them as freely as possible. Confidentiality will be ensured that during discussion and in the report. Your names will not be written anywhere in the document.

1. Please kindly tell me the approximate ages of the learners with physical impairment in school.
2. In which classes are learners with physical impairments?
3. For how long have you been learning in the school?
4. How long did you stay in the camp before being enrolled in school? What facilitated your faster admission to the school?
5. If you stayed for long before being admitted, what delayed your admission?
6. Is learning in this school free according the government policy on Free Primary Education?
7. What are some of the conditions put in place by the school to ensure that everybody participates equally in all activities?
8. Is the school environment conducive enough for you to access all facilities? Please discuss your experience.
9. In your opinion, are the teachers well prepared to meet your special education needs? Please discuss.
10. Discuss ways in which you would like the inclusion of refugees with physical impairments to be improved.

Thank You
APPENDIX V

RESEARCH PERMIT

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.

The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No.: A 7182

Republic of Kenya

National Commission for Science, Technology and Innovation

Condition: see back page

THIS IS TO CERTIFY THAT:

MR. SHADRAK OKONGA ODERO of UNIVERSITY OF NAIROBI, 0-611, NAIROBI has been permitted to conduct research in Garissa County on the topic: INSTITUTIONAL FACTORS INFLUENCING THE INCLUSION OF PHYSICALLY IMPAIRED LEARNERS IN PRIMARY SCHOOLS IN DAADAB REFUGEE CAMP KENYA for the period ending

12th November, 2016

Fee Received: Ksh 1000

Permit No.: NACOSTI/P/15/57525/8681

Date Of Issue: 13th November,2015

Applicant's Signature:

Director General

National Commission for Science, Technology & Innovation
APPENDIX VI
LETTER OF AUTHORISATION

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: “CEES”
Telephone: 020-2701902
departedadmin@aonbi.ac.ke

P.O. BOX 30197 NAIROBI
OR P.O. BOX 92
KIKUYU

29/10/2015

Our Ref: UON/CEES/EOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam

SUBJECT: SHADRACK ONGONG’A ODERO - REG NO. E55/79137/2012

This is to certify that Shadrack Ongong’a Odero is our Master of Education student in the
Department of Educational Administration and Planning at the University of Nairobi. He has
successfully completed his course work and is currently working on his research proposal entitled
“INSTITUTIONAL FACTORS INFLUENCING THE INCLUSION OF PHYSICALLY IMPAIRED LEARNERS IN PRIMARY
SCHOOLS IN DAADAB REFUGEE CAMP, KENYA”.

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

[Signature]

DR. GRACE NYAGAH
CHAIR
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

GN/ed
APPENDIX VII

LETTER FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No. NACOSTI/P/15/57525/8681

Date: 13th November, 2015

Shadrack Ongonga Odero
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Institutional factors influencing the inclusion of physically impaired learners in primary schools in Dadaab Refugee Camp Kenya,” I am pleased to inform you that you have been authorized to undertake research in Garissa County for a period ending 12th November, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Garissa County before embarking on the research project.

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Garissa County.

The County Director of Education
Garissa County.