SCHOOL BASED PROTECTION FACTORS INFLUENCING RETENTION OF SOUTH SUDANESE REFUGEE PUPILS IN PUBLIC PRIMARY SCHOOLS IN GITHURAI DIVISION, KENYA

By

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

2016

DECLARATION

This research project is my original work and it has not been submitted for an award in any other university

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This research project has been submitted for examination with our approval as university supervisors

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DEDICATION

This research project is dedicated to my husband Charles Gakuo, my daughters Maureen, twins Cynthia and Violet and my mother Ann Wahito.

ACKNOWLEDGEMENT

I would like to thank the Almighty God for giving me strength to complete this research project to the very end.

I sincerely acknowledge the dedication of my supervisors Dr. Grace Nyaga and Dr. Caroline Ndirangu for their scholarly advice and positive criticism.

Special thanks to the lecturers of the Department of Education of Administration and Planning.

I may not mention all who participated in one way or the other to make the research a reality. Feel appreciated and may the Almighty God bless you.

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Abstract

The purpose of this study was to investigate the School-based protection factors influencing the retention of South Sudanese refugee pupils in public primary schools in Githurai Division, Kiambu County Kenya. The research was guided by the following objectives; to identify school based protection measures that influence the retention of Sudanese refugees in Githurai Division, to examine the school based psychosocial protection measures that support retention of Sudanese refugees in Githurai Division, to examine the cognitive protection measures in schools that influence the retention of refugee pupils in public primary schools in Githurai Division. Tinto's Theory of retention was adapted for this study. The study used descriptive survey design. The study population was 2 schools that admitted Sudanese refugees,2 Head teachers 113teachers and136 Sudanese. The researcher therefore sampled the two schools' principals, teachers and pupils. Purposive sampling technique was used to get a sample size of 34 teachers and 25 Sudanese refugees. The study used questionnaires that had both open-ended and closed questions. Quantitative analysis was done, percentages, frequencies were determined. Mean and standard deviation were calculated to establish the relationships between variables. Qualitative data was analyzed to provide detailed descriptions of the setting, participants, and activities before being subjected to categorizing and coding pieces of data and grouping them into themes. Interpretation and descriptions was done reading and understanding information provided in the data. The SPSS analytical tool was used analyze the data. From the findings obtained majority of the teachers 93% revealed that the 2 primary school in Githurai are safe for the Sudanese refugees. The findings obtained show that psychosocial programs have been put in place to support refugee children helped them overcome such difficult experiences as reported by the teachersover82.8%. The study findings indicate that 68% of the Sudanese refugee pupils are willing to continue with schooling to completion there was a cordial relationship between the teachers and the pupils. The study concludes that schools in Githurai Division are safe for refugee pupils, teachers promoted Psychosocial development amongst public primary schools in Githurai had initiated cognitive measures to support Sudanese refugees.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
EFA	Education for All
EIE	Education in Emergencies
FGD	Focused Group Discussion
FPE	Free Primary Education
HIV	Human Immunodeficiency virus
HH	Household
INEE	Inter –Agency Network for Education in Emergency
IRC	International Rescue Committee
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
OAU	Organization of African Unity
PDES	Policy Development and Evaluation
PSC	Psychosocial Support center
PSS	Psychosocial support
RCK	Refugee Consortium of Kenya
SC	Save the Children
SGBV	Sexual and Gender-based Violence
TB	Tuberculosis
UN	United Nations
UNDHR	United Nations Declaration of Human Rights

UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Education Fund
WASH	Water, Sanitation and Hygiene
WCH	War Child Holland

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In many parts of the world, wars, epidemics, and natural disasters have created complex emergencies that have impact on children's welfare. Over the past several decades, the nature and trends of armed conflict have evolved dramatically, increasingly affecting civilians casualties of women and children (Christine & Laura, New York: Routledge, 2010).

Save the Children, (2013) observed that over 50 million children live in countries affected by conflict and even more live in regions affected by disasters and extreme weather (INEE, 2015). UNHCR (2012) has indicated that almost half of the world's 10.5 million refugees now reside in cities due to push and pull factors influence refugee's preference to live in urban areas. The Push factors, mainly in the refugee camps include overcrowding, poor sanitation, luck of safety and luck of livelihood opportunities in the camps whereas pull factors include access to quality education and medical facilities, better living conditions and better opportunities for employment (UNHCR, 2011).

The United Nations Declaration of Human Rights (UNDHR) (1948), the Jomtein Declaration of Education for all (1990), the Geneva declaration of Education for All EFA (2000), millennium Development Goals, MDG, the Kenya children act (2001) and the constitution of Kenya (2010) all state that every child is entitled to basic rights among in which education is key (Mahan 2007). At the international level, as per the

UN Convention (1951) relating to the Status of Refugees is the primary international legal framework for the protection of refugees, grounded in Article 14 of the 1948 Universal Declaration of Human Rights (UNHCR 2009). It spells out the kind of legal protection, social services and other forms of assistance refugees should receive from the host state, as well as their basic human rights, such as freedom of religion, movement, education, health, access to justice and accessibility to travel documents (UNHCR, Mental health and psychosocial support for Persons of Concern, 2013).

In Australia refugee learners are required to learn English for those with minimal or no knowledge of the language before engaging in formal education. According to the Miller, Mitchell, & Brown, (2010), refugees face a number of challenges including placing refugee children in classes to match their chronological age as opposed to their actual level of educational attainment, adjusting to formal education and under-resourced local public schools those are unable to effectively accommodate the needs of refugee children. This also includes discrimination and racism both within and beyond the school environment that can work to discourage refugee children from persisting with education (Field & Leicester, 2003).

The 1966, International Convention on Economic, Social and Cultural Rights clarifies the right to education. Article 13 recognizes the right to education that ‘shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms (INEE, 2015). Today, refugees fleeing conflict or persecution at home are more likely to seek refuge in towns or cities than in urban areas. Of the world’s 10.5 million refugees, an estimated 6 million reside in urban areas (INEE, 2015).

The hopes and prospects of the world's newest nation were shattered in December 2013, when violence broke out in South Sudan's capital and quickly spread to other locations in the country. Because of the conflict, one and a half million people have displaced within South Sudan, and over 600, 000 fled to neighboring countries by July 2015. Kakuma refugee camp received the majority of over 85,000 refugees from Southern Sudan (UNICEF, 2014)

In the African context given the global trend of urbanization around the world, increasingly large numbers of refugees have chosen to settle in urban centers rather than refugee camps, even when this leaves them without access to UNHCR support (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2010). According to Dabalen and Paul (2012) the conflicts in various parts of the world particularly in Africa have greatly compromised participation of pupils in primary education through reduced enrolment rates, increased dropouts rates hence declining pupil's retention and failure of pupils to complete their primary education.

The refugee children's quality education is very vital especially during repatriation. An investment in education is investment for the future of the refugees. All refugee children need to go to primary school, and children need to achieve basic learning competencies during the primary school cycle (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012).Refugees can also be marginalized on the basis of gender, ethnicity, language, and poverty (UNHCR, Education Strategy, 2012-2016, 2012). Education can play a fundamental role in protection. On a practical level, there are several components of education that, when combined, play a part in addressing children's protection needs (INEE, 2015)

Since the 1980s, Ethiopia, Kenya, and Uganda among other countries, hosted and continue to host huge numbers of refugees from Somalia and South Sudan. Kenya is a host to approximately 623, 873 registered refugees and asylum seekers from Somalia, Ethiopia, Southern Sudan, Congo, Eritrea and Burundi (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012).

According to the refuge consortium of Kenya, it is estimated that there are about 100, 000 refugees and asylum seekers living outside the two major camps, most of them live in the capital city of Nairobi, while others are scattered in the major urban centers in Kenya (Pavanello, Elhawary, & Pantuliano, 2010). According to the UNHCR (2011), the urban areas are legitimate place for refugees to enjoy their rights, including those stemming from their status as refugees as well as those that they hold in common with all other human beings. A number of them have moved out of the camp in search of better services and accommodation in urban areas in Nairobi, Mombasa, Eldoret, and Kisumu. In Kenya, the right to education is recognized in Article 43 (1,f) of the Constitution of Kenya 2010, which provides for basic education as compulsory for the ages between 6-14 years(Robila, 2014).

Refugee children are the most vulnerable group, they witnessed family members being persecuted and others killed, they lost members of their families under unclear circumstances to them, the school provides protection through interaction with host learners and teachers. They need psychosocial, emotional and psychological support which will readily be available in school.

In terms of access to education, the Government of Kenya guarantees the right to free primary education to all pupils for both the citizens as well as refugees. However, despite Free Primary Education (FPE) initiative, over one million children are still out

of school. This is due to related enrollment and access barriers that still limit access to basic and quality education (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). Due to the increased in numbers of pupils, the teacher to pupil ratio was made worse in some schools with the ratio getting up to 1:70 which was far beyond the recommended maximum rate of 1:40 (UNESCO, 2005).

Equally, the Bill of Rights under the Constitution may positively influence the protection of refugees. Gitau (2014) observes that Refugees residing outside the camps, like those in Githurai Division, exist within a Protection gap and hold a legally ambiguous status whereby they are entitled to little protection or assistance.

Insecurity and poor protection of the refugee camps results in many refugees, to leave the camps for urban centers of Kenya. These are the refugees scattered in several urban areas including Githurai Division in the outcasts of Nairobi. They settle in such areas hoping to get among other things; better health care, better housing and quality education with hopes of getting better employment opportunities when repatriated. Quality education entails a number of issues which include obtaining good grades to enable the learner transit to secondary school. Many refugees miss this opportunity.

Placement of Sudanese learners in classes is a challenge; some have been out of school for more than two years (Gitau, 2014). The refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate certificate in addition to the child's birth certificate. Despite the fact that, many refugee children in Nairobi are born in Kenya, they do not have birth certificate, which hinders them from enrolling and hence retention into public schools in Nairobi. (Wagacha & Guiney, 2008) and (Karanja, 2010).

1.2 Statement of the Problem

Like any other child, education for refugee pupils is a basic right, one that is vital in restoring hope and dignity to people driven from their countries due to conflict and hunger (IRC, 2012). Many refugee families move to towns hoping access basic amenities and gain better livelihoods compelled from their homes. Education during emergencies is a lifesaving strategy as well as a right that refugee and displaced children are entitled to. Education provides protection to learners and psychosocial support, in the long term also their future prospects. Acquisition of skills and knowledge gives the refugee hope.

Although, Free Primary Education (FPE) was introduced in 2003, providing equal opportunities for all children including refugee children to enroll into public primary schools, many urban refugees are not aware, or luck the capacity to benefit from it (Pavanello, Elhawary, & Pantuliano, 2010). Access, retention and completion of schooling are important aspects in education, more important to refugees as well. The strategies to protection of these features should be in place in every school that admits refugee children.

1.3 Purpose of the Study

The purpose of this study was to investigate the School- based protection factors influencing the retention of South Sudanese refugee pupils in public primary schools in Githurai Division, Kiambu County Kenya.

1.4 Research Objectives

The study had the following objectives;

i) To identify school based physical protection measures that influence the retention of Sudanese refugee pupils in public primary schools in Githurai Division

ii) To examine the school based psychosocial protection measures that support retention of Sudanese refugee pupils in public primary schools in Githurai Division

iii) To examine the cognitive protection measures in schools that influence the retention of refugee pupils in public primary schools in Githurai Division

iv) To identify coping mechanism employed in schools that influence retention of Sudanese refugee pupils in public primary schools in Githurai Division

1.5 Research Questions

i) What are the physical protection measures in schools that influence retention of Sudanese refugee pupils in public primary schools in Githurai Division, Kenya?

ii) How do psychosocial protection measures in schools influence retention of Sudanese refugee pupils in public primary schools in Githurai Division, Kenya?

iii) What are the cognitive protective measures in schools that influence, retention of Sudanese refugee pupils in public primary schools in Githurai Division, Kenya?

iv) Which coping mechanisms employed in schools that influence the retention of refugee pupils in public primary schools in Githurai Division, Kenya?

1.6 Significance of the Study

It is expected that this study will be beneficial to the education sector key personnel from Ruiru Sub-County such as the District Education Officer (DEO), head teachers and the teachers. It will help them understand the study subjects, the Sudanese refugee learners and assist them in their education process. This study will assist the teachers to come up with appropriate methods and approaches that will support refugee learners better. The Sudanese learners will find this study appropriate to support them cope with the study environment. This is study is expected to bring to the core the challenges faced by refuge children in Kenya and help them learn appropriately. The UNHCR may use the findings of this study to provide for the needs of Sudanese refugee pupils especially in their education. It would also help future researchers to identify gaps to carry out more research on girls' retention.

1.7 Limitations of the Study

Best and Khan (2008), describe limitations as conditions beyond the control of a researcher that may lay restrictions on the conclusions of the study and their applications to other situations. The study used questionnaires; some of the respondents may not be fluent in spoken and written English language. However, to overcome this challenge the researcher used multiple approaches to gather data including observation in order to triangulate the findings.

The study targeted on the refugees' children who are affected by varying factors and challenges that are likely to influence their retention in schools. Some of these factors are likely to impact on retention of refugee pupils in schools, would fall outside the scope and hence not in control of this study.

Like any study the data collection processes, data analysis and interpretations thereafter are likely to be approached from varying perspectives and likely to give varying outcomes.

1.8 Delimitations of the Study

The participants of this study included the Head teachers, teachers and Sudanese refugee learners in these schools. The study was conducted in the selected public primary schools in Githurai Division which hosts the majority of refugee pupils. The school is located in Kiambu County. The study also investigated issues on protection and retention of refugee children in school based on physical, psychological, cognitive and coping mechanisms used in schools but supports retention of refugee children.

1.9 Basic Assumption of the Study

During the study the researcher assumed:

i. The respondents will be honest
ii. The respondents will be knowledgeable to provide the required information
iii. The records and other required study documents will be available and accessible

1.10 Definition of the Terms

The following section entails definition of Terms as used in this study

Cognitive protection: range of quality education opportunities and factors that protect the mental process of refugee pupils on aspects such awareness, perception,

reasoning and judgment which contribute to their economic, social and political development.

Physical protection: school system that provides opportunities for a quality education in a safe environment which include protecting pupils from child labour, sexual and gender-based violence among others

Protection: securing the status and gains in support of the refugee children education

Psychological protection: is a preventive strategy that support, decreases the risk of pupils developing mental health problems, and helps pupils overcome and deal with psychosocial problems that may have arisen from the shock and effects of their lives.

Refugee: Households or people who have relocated from their country due to security concerns

Retention: sustaining the learning process of the children from dangers of falling out of schools due to certain factors

Urban refugees: These are refugees decide or are obliged for some reasons to settle in an urban area, due to related benefits, of the country where they have fled to or found asylum rather than in refugee camp

1.11 Organization of the Study

The study focused on the school-based protection factors influencing the retention of Sudanese refugee pupils in public primary schools in Githurai division, Kenya. Chapter one covers the background to the study, statement of the problem, the purpose of the study, research objectives, the research questions, significance of the study, basic assumption of the study, limitations of the study and delimitations of the study, organization of the study and also the definition of the terms.

Chapter two covers review of related literature which included areas such as the concept of protection and retention of refugee children in school, and on the basic themes of physical protection and retention of refugee pupils, psychosocial protection and retention of refugee pupils, cognitive protection and retention of refugee pupils and the coping mechanisms employed by schools. The chapter also focused on the theoretical and conceptual frameworks. Chapter three focused on the research methodology which includes the research design, target population, sample size and sampling procedure, research instruments as well as validity and reliability, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents data analysis presentations and finally discussions of the findings .Chapter five contains a summary of the study the study findings, conclusions and recommendations

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The section includes review of related literature based on; the concept of access of refugee education, Physical protection of refugees, psychosocial protection, Cognitive protection factors, coping mechanisms affecting refugees, summary of review of related literature conclusion, and finally ends with Theoretical Framework and Conceptual Framework.

2.2 Concept of protection and retention of refugee children

Refugee children have the right to access basic education at the elementary school level. The primary school cycle is required to provide basic learning competencies that form the foundation of further education. Learning is the core of education. . Evidence increasingly shows that, the quality of learning rather than the number of years spent in school is the strongest determinant of individual potential to live a productive life in future. Quality education is the anchor that will keep children in school, encouraging their persistence through to the end of elementary primary school and their transition to secondary school and beyond. Education will only be protective if it supports retention or keeps children in school as an incentive for parents to send and keep their children in school (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012). Education is a vital key in the prevention of any forms of abuse, bullying, violence and sexual exploitation.

Girls and boys of all ages, abilities, ethnicities and backgrounds, including children with specific needs, are able to access quality education opportunities in protective

environments, under the national education system. Child protection actors support children to access and to remain in education (UNHCR, Psychosocial support in Emergencies; Critical for Syrian Children, 2013).

Responsibility for promoting children's access to quality education rests primarily with national governments. The Ministries of education takes the responsibility for education, including policy and development (Guantai, 2012). According to a UNICEF study (1999), the proximity and access to primary education is a pre-determining factor to enrolment and retention. Wanjohi (2010) observes that Free Primary Education (FPE) has increased the potential for all children to attend school. The Kenyan constitution, (2010) requires that education should be free and compulsory at the primary level. It is so in principle but not in practice. Some schools levy fees for teachers' salaries, school upkeep, purchase of textbooks and school supplies, this has affected those children from poor families and especially those who have been faced by any crises whose immediate priority will be to provide the children with the basic need (Penson, 2009).

2.3 Physical Protection and retention of refugee pupils

A fundamental objective of refugee education is to meet the protection needs of refugee children. Schools provide essential physical protection to enhance retention of children. Schools are important sites through which to identify children at risk of abuse, Sexual and Gender-based Violence (SGBV), and forced recruitment (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012). An important protection and retention role the schools ply is at the sites of learning. To be protective, schools must be physically safe, psychologically and emotionally healing,

socially integrated, and cognitively transformative (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012).

Child protection concerns are considered in the design, delivery, monitoring and evaluation of formal and non-formal education programmers, and education services act as a referral point and delivery mechanism for psychosocial and protection services.

Refugee boys and girls face specific protection concerns both as children and as refugees. Girls are vulnerable to differentiated gender-based risks. UNHCR (2015).There is the aspect of protection, both parental perception of their daughter's safety and their actual security. The presence of female teachers helps create an environment that is conducive for girls' continued education and raises the confidence of parents that their daughters will be protected from any form of sexual abuse and violence (UNHCR et al, 2015).

Despite the fact that, Kenya is a signatory to the 1951 UN Refugee Convention and its 1967 Protocol, as well as the 1969 OAU Refugee Convention. Kenya lacked national refugee legislation until 2007, when the Refugee Act came into force (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2010). Despite the site of origin, refugees who arrive in Kenya find their way to Nairobi. They tend to benefit from the established presence of family members, friends and compatriots who facilitate their entry to the urban environment (Campbell, Crisp, & Kiragu, 2011).

Schools provide a place of physical security for students, and may play a role in countering militarization by preventing enrolled young people from being conscripted. The UNHCR Executive committee 2012 identified that core protective factors in school include adequate teacher pupil ratio, elimination of humiliation,

bullying, and corporal punishment, safeguard against, sexual abuse and exploitation (UNHCR, Mental health and psychosocial support for Persons of Concern, 2013). Whereas the Kenyan constitution, 2010 plays a crucial role in describing the rights and responsibilities of all in Kenya, including refugees, the specific frameworks for asylum-seekers and refugees give a more detailed account of which freedoms refugees in the country are able to exercise, and how far Kenya is adhering to international standards (Refugee Consortium Kenya, 2012).

Protective environment offered by schools is related to access in that children will choose not to attend school or will drop out; if they experience or perceive lack of safety and security in school (Boothby 2008; Nicolai & Triplehorn, 2003). Refugees fleeing war or persecution are often in a very vulnerable situation. Direct incentives may be provided to help offset the indirect costs of attending school. A case in point is the distribution of edible oil to Afghan refugee girls in Pakistan in return for regular school attendance was followed by a sharp increase in school enrolment and retention. School meals can have a similar effect. Scholarships for upper primary and secondary school can be considered in prolonged situations – if the funding is external, then the scheme needs to be time-limited with an objective such as creating a cadre of female teachers for the future or takeover by the government. Increased access requires increased resources to ensure that schools provide the required educational such as materials and books (INEE, 2015).

2.4 Psychosocial Protection and retention of refugee pupils

Psychosocial refers to the close connection between psychological aspects of human experience and the wider social experience (IRC, 2012). Psychosocial support is a continuum of care and support which influences both the individual and the social

environment in which people live (IRC, 2012). The Psychosocial Framework of 2005 – 2007 of the International Federation defines psychosocial support as a process of facilitating resilience within individuals, families and communities enabling families to bounce back from the impact of crises and helping them to deal with such events in the future (PSS, 2009).

According to UNHCR, (2013), humans live with the risk of disasters which can be natural or from man-made equipment. This include, weather disturbances, volcanic eruptions, earthquakes and tsunamis, and industrial or transportation accidents. Others include war, armed conflict and terrorism threaten humanity around the globe. The consequences of such threats are death, disabilities, displacement and suffering. Experiences of displacement due to armed conflict, persecution, or disasters put significant psychological and social stress on individuals, families and communities. Education offers protection that strengthens the psycho-social support for children, increase the effectiveness of service provision for host communities, and ensure that services will ultimately contribute to refugee self-reliance by helping displaced communities adapt to the current realities (Hassan, 2015).

Providing opportunities for children to interact socially with their peers and adults and to develop their education and skills are critical aspects of ensuring and promoting children's psychosocial well-being, hence protection and retention. Psychosocial support activities in a safe environment provide children with a sense of normalcy, enhancing their ability to cope with the situation and fostering their long-term emotional and social wellbeing, which can mitigate long lasting psychological damage. Just as protecting children from conflict violence and other risks associated with conflict are essential aspects of ensuring the well-being of children, there is a

close relationship between effective and child-focused education and increased psychosocial well-being (War Child Holland, 2013).

Despite recent efforts to expand educational access to refugee children, primary education remains inaccessible to many of them in urban areas (Njeri, 2015). In various ways, some Kenya government policy constrains refugee children‘s access to education. In all county government primary schools, refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate certificate in addition to the child’s birth certificate. (Karanja, 2010) as seen in (Njeri, 2015).

Children who experience armed conflict carry heavy emotional, social, spiritual and fear burden associated with death, separation from and loss of parents, attack and victimization, destruction of homes and property, sexual assault, economic ruin, and disruption of the normal patterns of live (Save the Children, Save the Children Stands for Inclusive Education, 2008). Psychosocial programs seek to limit these effects on children, prevent further harmful events, and strengthen the coping mechanisms of children, their families, and their communities (Arntson & Knudsen, 2004).

Child protection and psychosocial support interventions aim to provide children with the skills to prevent and minimize the harmful consequences of violent conflict and development into competent, engaged and productive adults (UNICEF, 2014). Providing opportunities for children to interact socially with their peers and adults and to develop their education and skills are critical aspects of ensuring and promoting children’s psychosocial well-being, hence protection and retention.

Psychosocial support can be both preventive and curative. It is preventive when it decreases the risk of developing mental health problems. It is curative when it helps individuals and communities to overcome and deal with psychosocial problems that may have arisen from the shock and effects of crises. According to the War child Holland document (2013), these two aspects of psychosocial support contribute to the building of resilience in the face of new crises or other challenging life circumstances role in children's psychosocial well-being and development. Traditional games, dances, songs, and stories provide a sense of stability and continuity during crises, and help to strengthen children's positive sense of cultural identity (Save the Children, Understanding children's wellbeing, 2012).

By gathering children together, education programmes can support socialization, establish peer Learners, teachers and other education personnel are too often subjected to physical or psychosocial risks on their way to and from education facilities and within the learning environment. Education programmes in emergencies through to recovery can provide physical and psychosocial protection (INEE, 2015). Children experience numerous traumatic situations when their lives are disrupted by the refugee experience. Some suffer from family separation as they flee persecution alone or become separated from their families during flight (Bourdon, 2006). Psychosocial protection gives children an identity as students, averts inadequacy felt by children out of school (Nicolai & Triplehorn, 2003).

2.5 Cognitive Protection and Retention of Refugee Pupils

Cognitive pertains to the mental processes of perception, memory, judgment and reasoning. To support cognitive protection and retention, a range of quality education opportunities is necessary, which aims at ensuring that the educational needs of all

learners are met and which contribute to the economic, social and political development providing a lee way for retention. Education can provide life-saving knowledge and skills for survival, and may offer opportunities for change that will improve equity and quality of education of the refugees (Nicolai, 2003).

Improving access to education in itself is not sufficient; achievement of quality education by learners is essential for turning their lives around by enabling them to be healthy, productive and self-reliant (UNHCR, Refugee & Asylum Seekers in Kenya Statistical Summary, 2012). Curriculum provision programmes offer non-traditional/alternative subjects such as HIV and AIDS prevention or landmine awareness, either within traditional, formal curricula or in parallel to the formal system (INEE, 2015).

Messages in curriculum and textbooks are often-cited example of education's interface with conflict and fragility, but there are differential effects of this in different contexts. In Afghanistan, for example, the Ministry of Education missed a window of opportunity during the 2002-2003 UNICEF's back to School campaign to remove messages of hate and intolerance from the curricula (Sinclair, 2004). Curriculum should include messages of peace that will foster harmony and develop togetherness among the refugee pupils. Sinclair (2004) retaliates that there is need to maintain and develop study skills and disseminate key messages such as how to avoid HIV and AIDS, and mines awareness, environmental education and education for peace and citizens that will help the children cognitive development and hence retention in school.

This capacity is important to the learners especially after repatriation helps to bring normalcy. According to a study conducted in Sudan, the provision of education

enhances self-reliance and longer-term solutions to the refugee population that will also promote local integration and peaceful coexistence (Hassan, 2015).

Education provides children and youth with a safe environment and resources that will allow them to achieve intellectual, physical and psychosocial protection, self-actualization and empowerment. It can be used as an effective means to disseminate messages on Sexual and Gender-based Violence (SGBV), health, and other protection areas. Schools can furthermore provide access to other services such as health, WASH, and psychosocial support, as well as integrate referral systems into their existing structure (Refugee Consortium Kenya, 2012).

Education instructions also transmit vital basic skills, such as literacy, numeracy and the capacity for critical thinking. Knowing how to read, write and do basic math is essential for children in protecting their rights and futures. Reading skills enable children to gather information about their environment from normal gadgets such as signs, newspapers, health brochures or medicine bottles among others. Writing skills enable children to sign for services and write letters seeking assistance. Children may need basic mathematical skills to manage their household accounts (Nicolai & Triplehorn, 2003).

2.6 Coping mechanisms Employed and Retention of refugees

Coping mechanisms refers to a dynamic process in which one adapts to external change. It can be weakened or strengthened by a wider policy and institutional actions (Odegi, 2014). Experiences of displacement due to armed conflict, persecution, or disasters put significant psychological and social stress on individuals, families and communities. The ways in which refugees experience and respond to loss, pain,

disruption and violence vary significantly and may in various ways affect their mental health and psychosocial wellbeing or increase their vulnerability to develop mental health problems.

According to a study done by Thomas (2011) religion as an element of love and a coping strategy that provides meaning to life, helps in developing self-confidence and plays a key role in supporting the refugees cope with adversity. They reported that positive personal attitudes, skills and interaction with others were common manifestations promoting resilience as a response to acute or prolonged forms of stress and its long-term positive adaptation.

Self-efficacy, which refers to personal judgment of one's capabilities to exercise some measure of control in the face of stressful events Bandura & Benight (2003) plays a key role in stress reactions and quality of coping. It is an important resource for positive psychological adaptation as it determines that people are more likely to engage in tasks with which they feel comfortable and be less likely to participate in tasks with which they not (Pahud, Kirk, Gage, & Hornblow, 2009). Social support has the potential to encourage adaptive coping responses by promoting Self-esteem, confidence and a sense of control and by providing information and Guidance (Heptistall & Taylor, 2006).

2.7 Theoretical Framework

A number of throries have been focused on retention. This includes the theroy of Alexender Astin, which indicated the factors of retention to include personal and ebviromental factors (Seidman, 2012). The personal factors were academic and family backgrounds, educational aspirations, study habits, expectations about college and

age. The environmental factors included residence, employment, academic environment and charcteristics of learning institution (Seidman, 2012). The study is based on Tinto's theory model in the student retention/dropout. The main interest in any academic institution is the student learning and success which results from student retention.

According to Shafer, (2016), Tinto's work suggested that student retention is positively influenced by not only the level of commitment an institution has to students but by social connectivity. The retention of students depends on the extent to which identities of students at risk of departure are affirmed and incorporated into the cultures of schools (Braxton, 2002). The background for retention building into theory, it became increasingly common in the 1970s due to worrying trends of students dropout and satisfaction that became popular in the 1960s and 1970s (Seidman, 2012).

The theory is more focused on the students' pre-entry attributes, goals and commitments, and internal/external experiences. It considers both formal and informal interactions and experiences where the learning is not by chance but intentionally creates purposeful learning environments. Tinto's theory places strong emphasis on academic and social integration. Tinto's theory gives five conditions for student retention which include; expectations, support, feedback, involvement and learning.

Specifically Tinto's theory is based individual students attributes, skills, commitment, intentions and interactions with the members of the learning institutions.

Theory implies that the students' goals and external commitments are real factors in their success and persistence to learn. The students also desire to excel both

academically and socially. Initiatives to support student's academic and social integration are necessary towards retention. Tinto's theory gave description of institutions with effective retention programs as committed to the students they serve, they are committed to the education of all and committed to the development of supportive social and educational communities in which all students are integrated as competent members (Braxton, 2002).

2.8 Conceptual Framework for School-Based Protection Factors

According to Shields and Rangarajan (2013), conceptual framework is analytical instrument with some variations and contexts used to make distinctions and organize ideas in a meaningful yet simplified way (Shields & Rangarjan, 2013). Access and participation of urban Sudanese refugees and retention is affected by school-based protection factors as illustrated in the framework.

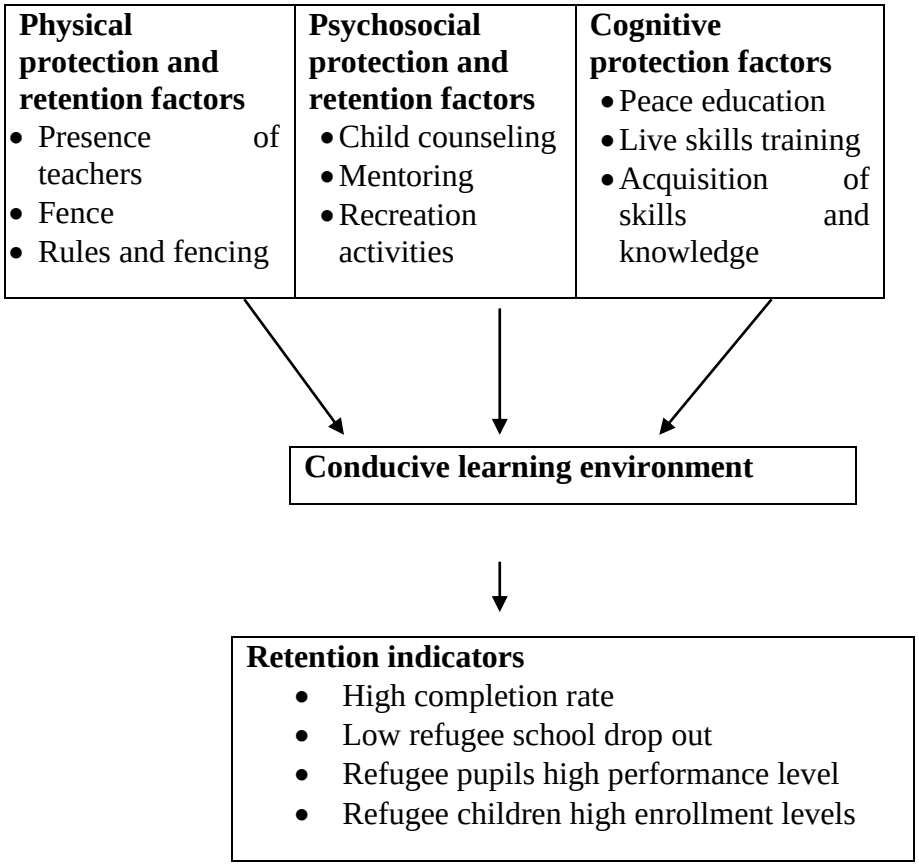

Figure 1:1: Conceptual Framework for School-Based Protection Factors

The conceptual framework shows the relationship between the school based protection factors that influence the retention of Sudanese refugee children in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research methodology that was adapted for this study. It represents the research design, the target population, sampling techniques, data collection process and data analysis. It also describes the, sampling procedure, research instrument, and methods for data collection.

3.2 Research Design

According to Dawson (2009), a research design refers to methods used by researchers to explore relationships between variables, to form subjects into groups, administer measures and analyze the data (Dawson, 2009). A survey is a systematic method for gathering information from a sample of entities for the purposes of constructing quantitative descriptors for the attributes of the larger population of which the entities are members. The study design adopted for this study is descriptive survey design. The design was used because it is appropriate in the collection of original data about selected units in the problem areas and offers making descriptive assertions about a large population relying on pre-existing information. The design uses one or more variables to collect data and then attempts to explain the status of the variables using

the collected data. The research is aimed at gathering information on school based protection factors that influence retention of Sudanese refugees in public primary schools in Githurai Division.

3.3 Target Population

Kombo and Tromp, (2009), define the study population as a group of individual's objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). The target population is the South Sudanese refugee children studying in Kenya. The target area for this study consisted of 2 public primary schools in Githurai Division, Kiambu County. The teachers were useful respondents as they coordinate the learning activities in school. The teachers are involved in the implementation of learning process in the classrooms. The total number of children from refugee households in the two schools is 136 pupils. The target population from the two schools in study is 4748 people who include the two head teachers, the teachers and pupils.

3.4 Sample Size and Sampling Procedure

Best and Kahn (2008) define a sample as a small proportion of a population selected for observation, analysis and sampling as a method of selecting subjects for study in a way that the individual selected represent the larger group from which they were selected (Best & Khan, 2008). Mugenda and Mugenda, (2003), recommend a sample size of 10 percent to 30 percent of the study population. The researcher therefore the study selected a sample of teachers and pupils. A representative sample of the respondents is needed, so a non-probability sampling procedure; purposive sampling procedure was used for selecting the refugee pupils. Only 2 schools, in the study area,

have admitted Sudanese Refugees and all of them were selected for this study as a census. 2 Head teachers 113 teachers and 136 Sudanese. The researcher therefore sampled the two schools' Head teachers, teachers and pupils. Purposive sampling technique was used to get a sample size of 34 teachers and 25 Sudanese refugees Purposive sampling, was used to sample the teachers whose list can be available from the school administration.

Table 3.1: Sample Size

Respondents	**Sample**	**Sample size**
Head teachers	2	2
Teachers	113	34
Pupils	136	26
Total	249	62

3.5 Research Instruments

Research instruments are tools used to collect data (Dawson, 2009). The study used questionnaires that had both open-ended and closed questions. Open–ended questions were used to seek in-depth information while closed ended questions. The interview method allowed for establishment of rapport and detailed explanation of the purpose of the study and explanation of the meaning of items in the study. The questionnaire was presented to the teachers by the researcher and collected after being filled. A key informant interview was conducted focused on the header teachers, UNHCR and education management officials from the study site.

3.5.1 Instrument Validity

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure Mugenda and Mugenda (2003) defines

validity as the accuracy and meaningfulness of the inferences, which is based on the research results. Validity is thus the degree to which results obtained from analysis of the data actually represent the phenomenon under the study. The study ensured validity and reliability of instruments through pretesting of instruments. A pilot study was conducted using the instruments for data collection in one of the schools. In case of any issues, clarity and misunderstanding of questions, the tools was adjusted before being used for data collection.

3.5.2 Instrument Reliability

Mugenda and Mugenda, (2003), views Reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The test-retest technique was used to assess the reliability of the research instrument. To enhance reliability a pre-test was conducted. This type of reliability assumes that there was no change in the construct being measured. The questionnaire was administered twice to the same group of subjects.

3.6 Data Collection Procedures

The researcher was obtained clearance from the University then a research permit from National Council for Science and Technology and Innovation, NACOSTI before proceeding to the study site for data collection. After selecting and finalizing the tools for data collection, the researcher visited the selected schools under investigation after getting prior permission from the Head teachers of the schools for collecting the necessary data. The tools was presented to the respondents and collected once they have been filled.

3.7 Data Analysis Techniques

In the process of data analysis, the researcher followed the process of inspecting, cleaning, transforming and modeling. This helped ascertain useful information, conclusions and supporting in answering the research question. The report responded to the order of each research question. Both qualitative and quantitative data analysis techniques was used to analyze data collected through qualitative and quantitative data collection instruments. Quantitative was analyzed into percentages, frequencies and some areas the mean which can be used to show relationships between variables.

Qualitative data was analyzed was examined in depth to provide detailed descriptions of the setting, participants, and activities before being subjected to categorizing and coding pieces of data and grouping them into themes. Interpretation and descriptions was done reading and understanding information provided in the data. The computer software, SPSS and excel was used for data entry. Specifically, the study applied the four qualitative analysis techniques recommended by (Mugenda and Mugenda, 2003); data organization, creating categories, analysis and interpretation of information and lastly compile report.

3.8 Ethical Considerations

Respondents were informed of the purpose of the study and that the information was not available for public view. Respondents were informed that no harm would come to them because of responding to the questions. They were assured that the information they provide was kept confidential.

CHAPTER FOUR

DATA ANALYSIS PRESENTATIONS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on school based factors influencing the retention of South Sudanese refugee pupils in public primary schools in Githurai Division, Kiambu County Kenya. The data was gathered through Questionnaires for teachers and refugee pupils.

4.2 Questionnaire Return Rate

Table 4.1 shows the respondents return rate as per every targeted group.

Table 4:1: Questionnaire Return Rate

Cluster	Targeted Sample Size	Response	Percentage (%)
Head teachers	2	2	100
Teachers	34	27	76.5
Pupils	26	25	96.2
Total	**62**	**53**	**85.48**

Table 4.1 shows the return rate of the questionnaires distributed to the respondents. This questionnaire return rate was satisfactory to make conclusions for the study as it acted as a representative. According to Mugenda and Mugenda (2003), a return rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a return rate of 70% and over is excellent. Based on the assertion, the response rate was excellent.

4.3 Demographic Information

This section presents the teachers background information. Specifically the section investigates on gender distribution, distribution of respondents by age, and level of professional qualifications.

4.3.1 Respondents Position in the School

The study required the respondents to provide their position in the school. The findings are presented in table 4.2.

Table 4:2: Respondents' responsibility in school

	Frequency	**Percent**
Teacher	10	34.5
Assistant teacher	6	20.7
Senior teacher	3	10.3
Class teacher	3	10.3
Head teacher	2	6.9
Deputy head teacher	1	3.4
Non response	4	13.8
Total	**29**	**100.0**

The majority of position represented in this study included the teachers 34.5%, this also included the senior teachers 10.3%, assistant teachers 20.7%, class teachers 10.3%. The head teachers were two representing 6.9%. There were non-responses in this question of 4 representing 13.8%. Results obtained show that teachers held various managerial position including Assistant teacher, senior teacher, Class teacher

and Head teacher. This implies that all the categories of teachers were fairly involved in this research.

4.3.2 Distribution of Teachers by Gender

The study sought to establish the gender distribution among the respondents. This was sought tin view of ensuring fair engagement of male and female respondents in this research. Results are presented in Table 4.3

Table 4:3: Distribution of Teachers by Gender

	Teachers		Pupils	
Gender	**Frequency**	**%**	**Frequency**	**%**
Male	4	13.8	15	57.7
Female	25	86.2	11	42.3
Total	**29**	**100.0**	26	100.0

From the findings, majority of the teachers as shown by 86.2% were female while 13.8% were male. The result obtained show that female teachers dominated this research. Results obtained on gender show that majority of the pupils as shown by 57.7% were female while 42.3% were male. From the findings, the study deduces that gender parity has not been achieved.

4.3.3 Distribution of Teachers by Age

The study sought to establish the age category of the teachers engaged in this study. This was sought in the understanding that respondents of various age groups hold various opinions of different issues. Results are presented in Table 4.4

Table 4:4: Distribution of Teachers by Age

Age category	Frequency	Percentage (%)
21 – 30 years	2	6.9
31 - 40 years	11	37.9
Over 40 years	16	55.2
Total	**29**	**100**

Results obtained show that, majority of the teachers involved in this research as shown by 55.2% were aged above 40 years, 37.9% of the respondents were aged between 31 to 40 years while 6.9% of the respondents were aged between 21 to 30 years. On the part of the pupils as shown in table 4.5, the majority of the pupils between 15-17 years old were 44%. The others are as shown in the table 4.5. This implies that respondents were fairly distributed in terms of their age. Which implies that opinions from various ages groups was well sought and encompassed in this study.

Table 4:5: Age distribution

		Frequency	Percentage
Age distribution	9-11 years	1	4
	12 – 14 years	9	36
	15-17 years	11	44
	Over 17	4	16
			100

4.3.4 Distribution of refugee pupils by class

This section investigates on pupil's demographic information pupil's level of participation in school activities and perception on education.

Table 4:6: Pupils distribution Class

Class	**Class 3-4**	**7**	**28**
	Class 5-6	8	32
	Class 7-8	10	40
			100

n=25

The majority of pupils in this study were in class 7-8 were 40% while another group was between classes 5-6 were 32% were involved in this study. Children at these classes were expected to respond to issues appropriately.

4.3.5 Teachers Professional Qualification

The study sought to determine the teachers' professional qualifications. Results are presented in Table 4.7.

Table 4:7: Teachers Professional Qualification

	Frequency	**Percentage (%)**
PI Certificate/Diploma/or its equivalent	13	44.8
University degree	15	51.7
Masters degree	1	3.4
Total	**29**	**100**

From the research finding, the study revealed that 51.7% of the teachers held university degree, 44.8% of the teachers held PI certificate/diploma/or its equivalent while 3.4% of the respondents held masters degree. This implies that majority of the teacher's majority of the teachers in Githurai division held university degrees. The above findings concurs with the findings by Bourne, (2000), who observed that

higher educational level has positive impact on the teachers effectiveness on implementation of new school curriculum training programmes which in turn leads to better pupils academic performance in school

4.3.6 Head teachers and Teachers opinion on Adequate Teaching Staff

The study sought to establish whether the school has sufficient number of teachers to support learning. Results are analyzed in Table 4.8

Table 4:8: Adequacy of staff according to Head teachers and teachers

Opinion	Frequency	Percentage (%)
Yes	11.0	37.9
No	18.0	62.1
Total	**29**	**100.0**

From the research findings, majority of the teachers as shown by 62.1% % indicated that the school had inadequate teachers to support smooth learning, where as 37.9% of the teachers indicated otherwise. This implies that considerable number of school had inadequate teachers to support smooth learning process in Githurai Division. DeVita, (2005) lack of enough teachers resulting to high teacher pupils ratio is a key contributor to poor academic performance in primary schools in Kenya.

4.4 Physical Protection and Retention of Sudanese Refugees pupils

This section aims at addressing the various aspects of physical protection and retention

4.4.1 Average Number of Children in Class

The study sought to establish the average number of children in class. This was sought in view of establishing the teacher pupil ratio. The study found that majority of primary schools in Githurai Division, Kiambu County, had a teacher-pupil ratio of

above 1:40. As shown in table 4.9 the distribution indicates the minimum number of pupils in class as 60 while the maximum was 100 with an average number of 85 pupils per class. The standard deviation was 15.204.

Table 4:9: Number of children in class

	N	Minimum	Maximum	Mean	Std. Deviation
Number of children in class	29	60	100	85.34	15.204

This shows that majority of the teachers in the Githurai Division are over loaded since they have to deal with more than 40 pupils in a class. This may significantly affect performance. Teachers reported to feel overloaded. The study also found that when the ratio is high the teacher would have adequate time to go through learners work and address the pupils individually. The study further revealed that teachers in overcrowded schools have little time at their disposal to cover the basic materials and could not have any time for further exploration.

The study sought to establish whether the school environment was safe for refugee children. Results are presented in Table 4.8

Table 4:10: Safety for refugee children within the school environment according to the teachers

	Frequency	Percentage (%)
Yes	27	93.1
No	2	6.9
Total	**29**	**100**

From the research findings, majority of the teachers as shown by 93.1% indicate that the school had adequate safety for refugee children, while 6.9% of the teachers were of the contrary opinion. This implies that considerable number of school had adequate safety measures to support smooth learning process for refugee children.

4.4.2 Teachers Response on Provision Equal Opportunities to All the Children

The study to establish the extent to which teachers agreed with the following measures relating to provision of equal opportunities to all pupils inclusive of children from refugees' households. Results are analyzed in Table 4.8

Table 4:11: Provision of physical protection by school Head teachers

Statement	Mean	Std Deviation
Refugee children have good access to education materials	4.32	0.62
Conditions for admission are favorable	4.29	0.75
encourage class participation	4.49	0.50
Resources are distributed equitably	4.49	0.57
No gender discrimination	4.49	0.50
Parents involvement is encouraged	4.32	0.62
Teachers support all pupils participation in school activities	4.25	0.61
There is minimal dropouts rates	4.23	0.65
Children are discouraged from working	3.92	0.52
School has physical protection facilities on child abuse	4.20	0.91
School has physical protection facilities on Sexual exploitation	4.19	0.62
School has physical protection facilities on (GBV)	4.16	0.74
School curriculum supports physical protection of pupils	4.13	0.51
School support diet issues	3.98	0.96
School supports health issues physical protection facilities	4.11	0.65

n =29

From the results majority of the teachers agreed that resources are distributed equitably, teachers encourage class participation (mean = 4.49 std dev = 0.50), no gender discrimination among the refugee pupils (mean = 4.49 std dev = 0.57), parents involvement is encouraged and that refugee children have good access to education materials (mean = 4.32 std dev = 0.62) teachers support all pupils participation in school activities (mean = 4.30 std dev = 0.75) and that conditions for admission of refugee children are favorable (mean = 4.29 std dev = 0.75). The results are in support of the findings by UNHCR (2015) that to be protective, schools must be physically safe, psychologically and emotionally healing, socially integrated, and cognitively transformative

Further the study revealed that teachers supported pupils participation in school activities (mean = 4.25 std dev =0.61), there is minimal dropouts rates among refugee children (mean = 4.23 std dev = 0.65), school has physical protection facilities on child abuse (mean = 4.20 std dev = 0.91) school has physical protection facilities on sexual exploitation (mean = 4.19 std dev = 0.62) school has physical protection facilities on gender based violence (GBV) mean = 4.16, std dev = 0.74) school curriculum supports physical protection of pupils (mean = 4.13 std dev = 0.51) school supports health issues physical protection facilities (mean = 4.11 std dev = 0.65) school support diet issues (mean = 3.98 std dev = 0.96) and teachers moderately disagreed that children are discouraged from working (mean = 3.92 std dev = 0.52) The results are in support of the findings by Nicolai & Triplehorn, (2003) Protective environment offered by schools is related to access in that children will choose not to attend school or will drop out; if they experience or perceive lack of safety and security in school

4.4.3 Pupils level of participation in school activities

The study sought to establish the pupil's perception, level of comfort with the school and level of involvement and participation in school activities. Result are analyzed in Table 4.12

Table 4:12: Pupils level of participation in school activities

	Response	Frequency	Percentage
Do you like your teachers	Yes	21	84
	No	4	16
			100
Do you like this school	Yes	17	68
	No	8	32
			100
Does the school have a fence?	Yes	22	88
	No	3	12
			100
Do you feel safe in this school	Yes	23	92
	No	2	8

n=25

From the research findings the study revealed that majority 84% of the refugee pupils liked their teachers while 16% felt otherwise.68% of the pupils liked their school,88% reported there was a fence while 92% were safe in the school.

4.4.4 Pupils Psychosocial Protection and Retention of Sudanese

The study sought to establish whether the school in Githurai had the following programmes related to psychosocial protection and retention in place. Results are presented in Table 4.13.

Table 4:13: Availability of Programmes related to psychosocial protection

	Responses	Frequency	Percentage
Child abuse programs	Yes	27	93.1
	No	2	6.9
			100.0
Sexual exploitation programs	Yes	27	93.1
	No	2	6.9
			100.0
Gender based violence (GBV) programs	Yes	24	82.8
	No	5	17.2
			100
Child labour programs	Yes	25	86.2
	No	4	13.8
			100
Extra curriculum activities programs	Yes	28	96.6
	No	1	3.4
			100

n = 29

From the research findings, the study revealed that the majority of the schools in Githurai division (93.1%) had child abuse programs in place, 93% indicated that the school had sexual exploitation programs in place, 82.8% indicated that the school had gender based violence (GBV) programs, 86.2% indicated that the school had anti child labour programs while 96.6% indicated that the school had extra curriculum activities programs. The new results concurs with the report by IRC, (2012) that education offers protection that strengthens the psycho-social support for children, increase the effectiveness of service provision for host communities, and ensure that services will ultimately contribute to refugee self-reliance by helping displaced communities adapt to the current realities.

The study sought to establish the extent to which the school used the following Strategies l to promote refugee learning conduciveness. Results are shown in Table 4.14

Table 4:14: Availability of Strategies in schools to promote refugee learning conduciveness

	Responses	**Frequency**	**Percentage**
Teachers been made aware of the refugee problems in your school	Yes	27	93.1
	No	2	6.9
			100.0
Have teachers been trained on psychosocial protection for the refugees	Yes	24	82.8
	No	5	17.2
			100.0
Teachers apply what they were taught	Yes	26	89.7
	No	3	11.3
			100
Does the school offer counseling services to pupils	Yes	28	96.6
	No	1	3.4
			100.0
Do you plan to continue with schooling to completion	Yes	17	68
	No	8	32
			100
Do you play games	Yes	20	80
	No	5	20
			100
Do you play with other pupils	Yes	24	96
	No	1	4
			100
Do you have brothers and sisters who are not in school	Yes	18	72
	No	7	28
			100

n = 29

Results obtained show that majority of the Teachers in Githurai division have been made aware of the refugee problems in the school (93.1%) teachers in Githurai division have been trained on psychosocial support for the refugees (82.8%) Teachers applied what they were taught (89.7%) and that the school offer counseling services to pupils as shown by (96.6%). From the findings teachers also reported that children's were periodically counseled in between lessons every day. The results concur with the findings by Arntson & Knudsen, (2004). Those Psychosocial programs seek to limit these effects on children, prevent further harmful events, and strengthen the coping mechanisms of children, their families, and their communities.

4.5 Cognitive Protection Retention of Sudanese Refugees

This section investigates on various aspects of cognitive protection and retention that are in place to support refugee children learning process.

The study sought to establish whether refugee children have learning passion and interest in school. Results are analyzed in Table 4.15

Table 4:15: Teachers response level of refugee's children's' interest in learning

Responses	**Frequency**	**Percentage**
Yes	22.0	75.9
No	7.0	24.1
		100

n = 29

From the results, 75.9% of teachers indicated that refugee pupils have learning passion and interest in learning while 24.1% were of the contrary opinion. This implies that considerable number of refugee children schooling in Githurai division

have learning passion and interest in learning. The findings are in support of the research by Gordon (1996) noted that resilient refugee children have high academic aspirations further supported by high expectations on the parts of both their school and parents.

4.5.1 Reasons Why Refugee Children Lacked Interest in Education

The study sought to establish some of the reasons as to why refugee children lacked interest in education. From the research findings teachers reported that pupils' motivation to exert effort in a course or persist in a major was affected by classroom climate: the combined intellectual, social, emotional, and physical environments in which refugee pupil learn.

4.5.2 Ratings on Learning Capacity among Refugee Children

The research sought to determine the capacity of refugee children, as compared to the rest on the following issues. Results are analysed in Table 4.16.

Table 4:16: Ratings on Learning Capacity among Refugee Children

Response	Mean	Std deviation
Knowledge level	3.36	0.91
Comprehension of taught lessons	3.52	.83
General school performance	3.41	0.87
Problem solving	2.93	1.07
Class attentiveness	3.55	0.91
Do assignments and homework	3.29	0.81

n = 29

From the results majority of the teachers indicate that the refugee children faired average in problem solving skills (mean = 2.93 std dev = 1.07), doing assignments

and homework (mean = 3.29, std dev =0.81) knowledge level (mean = 3.36 std dev = 0.91) and general school performance (mean = 3.41 std dev = 0.87). Teachers also reported that refugee children had high comprehension of taught lessons (mean = 3.52 std dev = 0.83) and highly active in class attentiveness (mean = 3.55 std dev = 0.91). The results are translates to average level, this calls for re-strengthening of strategies that promote learning ability amongst the refugee children. The findings are in line with Rosenshine, (1997) that cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex.

4.5.3: Refugee pupils' interaction with other pupils

The study sought to establish whether refugee pupils interact with other pupils and their willingness to complete with education. The results are presented in the Table 4.17.

Table 4:17: Pupil interact with other pupil

Do you plan to continue with schooling to completion	Yes	17	68
	No	8	32
			100
Do you play games	Yes	20	80
	No	5	20
			100
Do you play with other pupils	Yes	24	96
	No	1	4
			100
Do you have brothers and sisters who are not in school	Yes	18	72
	No	7	28

	100

From the results, majority of the pupils as shown by 68% of the refugee children indicated that they were willing to continue with schooling to up to completion, 80% of the refugee children indicated that they played games, 96% indicated that played with other pupils while 72% of the refugee children have brothers and sisters who are not in school. The findings are in support of the research by Gordon (1996) noted that resilient refugee children have high academic aspirations further supported by high expectations on the parts of both their school and parents. The study reveals the reasons why the two schools have admitted refugee children in Githurai Division.

4.6 Discussion of the Findings

In line with objective one which sought to identify school based physical protection measures that influence the retention of Sudanese refugee pupils in public primary schools in Githurai Division. The study revealed that most teachers 93.1% felt that the school was safe for the refugee pupils. In line with that 92.0% of the pupils are safe in school. 96.6% had extra curriculum activities programmes From the research findings majority of the schools in Githurai Division 93.2 % had child abuse programmes From the study 75.9% of the teachers indicated that refugee pupils have learning passion. From the findings 62% of the teachers indicated that the schools in Githurai Division had inadequate teachers to support the smooth learning of Sudanese refugees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5:2 Summary of the Study

The study sought to identify school based physical protection measures that influence the retention of Sudanese refugee pupils in public primary schools in Githurai division, Chapter one was the introduction in which the background and the statement of the problem was done The purpose of the study, limitations and delimitation of the study followed by definition of significant terms and finally the organization.

In chapter two Literature review relating to the variables of the study were reviewed Tintos Theory of Retention was used and a conceptual framework was developed.

A Descriptive Survey design was used and data was collected through questionnaire for Head teachers, teachers and pupils. The target area for this study consisted of 2 public primary schools in Githurai division, Kiambu County. Purposive sampling procedure was used for selecting refugee pupils. The total number of children from refugee households in the 2 schools was 136 pupils. The target population was 2 head teachers, 113 teachers and 136 pupils. The researcher selected a sample of teachers

and pupils. The study used questionnaires that had both open-ended and closed questions to gather data on School based protection factors influencing the retention of South Sudanese refugee pupils in public primary schools in Githurai Division, Kiambu County Kenya. SPSS data analysis software was used for data entry and analysis.

In chapter four data analysis, presentations and discussions was done. Frequency tables were used to present various responses obtained from respondents. Percentages, mean and Standard deviation were used for data presentation. Chapter five contains a summary of the study, the study findings, conclusions and recommendations.

5.3 Study Conclusions

The study revealed that most of the primary school in Githurai are safe for the Sudanese refugees as reported by the teachers and refugee pupils. The findings are in line with INEE (2010) proposal that a secure learning environment provides protection from threat, Injury or loss. A safe environment is free from physical or psychosocial harm. There was more Sudanese refugee girls enrolled in the schools in Githurai Division as well as more female teachers deployed than male teachers.

The second objective sought to examine the school based psychosocial protection measures that support retention of Sudanese refugee pupils in public primary schools in Githurai. The findings obtained show that psychosocial support for refugee children helped them overcome such difficult experiences. These efforts include culturally and age appropriate, safe and stimulating activities such as sports and games to develop life skills and coping mechanisms, and support resiliency. Primary schools in Githurai provided teachers with specialized programmes The results concur with the report by

IRC, (2012) that education offers protection that strengthens the psycho-social support for children, increase the effectiveness of service provision for host communities, and ensure that services will ultimately contribute to refugee self-reliance by helping displaced communities adapt to the current realities

Those Psychosocial programs seek to limit these effects on children, prevent further harmful events, and strengthen the coping mechanisms of children, their families, and their communities.

The study investigated various aspects of cognitive protection and retention that are in place to support refugee children learning process. Results show that the majority of teachers have teaching passion and interest in supporting pupils' learning. The teachers' motivation to persist was affected by classroom climate: the combined intellectual, social, emotional, and physical environments in which refugee pupil learn. Teachers also indicated that the refugee children faired average in problem solving, doing assignments and homework knowledge level and general school performance. Teachers also reported that refugee children had high comprehension of taught lessons and highly active in class attentiveness.

To support cognitive development and learning in refugee children, teachers in Githurai division helped children and encouraged problem solving by not stepping in immediately when a problem occurs, refugee children participated in drama, music poems, singing games, athletics, ballgames, throws and jumps

In line with the third identify coping mechanism employed in schools that influence retention of Sudanese refugee pupils in public primary schools in Githurai division The study revealed that Safeguarded the right of refugees children to education and implement the six goals of Education For All (EFA) which include free access to

primary education, equitable access to appropriate learning for youth equity and quality education,public primary schools in Githurai division. The findings concurs with Thomas (2011) that religion is an element of love and a coping strategy that provides meaning to life, and helps in developing self-confidence which plays a key role in supporting the refugees cope with adversity should be increased and that there is need to provide sufficient materials Increase facilities.

5.3 Study Conclusion

Based on the findings the study concludes that considerable number of public primary schools in Githurai division had adequate safety measures to support smooth learning process for refugee children. There were more refugee girls than boys admitted in Githurai Division and there are more female teachers than male teachers.

The study concludes that teachers promoted psychosocial development amongst pupils, through encouraging pupils' interest and their awareness of complexity by highlighting problems, issues, teachers designed assignments that require pupils to argue positions not their own, teachers in Githurai created activities that enable students to juxtapose their current model of understanding with a better one, and teachers in Githurai emphasized change as inherent to the learning process, The study also concludes that primary schools in Githurai division had initiated cognitive protection measures to support refugee children learning process, to Support cognitive development and learning refugee children have a good access to education materials. Teachers in Githurai division reported that refugee children have developed interest in learning

The study further concludes that primary schools in Githurai division safeguarded the right of refugees' children to education and implement the six goals of Education For All (EFA) which include free access to primary education, equitable access to appropriate learning for youth. Public primary schools in Githurai division helped refugees develop a positive personal attitudes, skills and interaction with others as way promoting resilience against stress disorders. Public primary schools in Githurai affiliated refugee's children into religious faith.

5.4 Recommendations of the Study

From the findings of this study the following recommendations were made Teachers should assist refugee pupils to improve in their learning capacity

- The current psychosocial protection measures in public primary schools in Githurai division were helpful in supporting retention of Sudanese refugee pupils.
- The Head teachers should create a conducive learning environment for refugee boys.
- The TSC should improve gender parity in Githurai Division.
- The study recommends that teachers implementing psychosocial programs should ensure that interventions are based on consultation with the affected pupils..

5.5 Suggestions for Further Research.

The following are the suggested areas for further research:

- A replica of the study to be conducted in other public primary schools in other districts in hardship areas in Kenya to provide comparison in findings
- .Future research may explore on in-school factors affecting refugee girls' access to primary school education.
- Similar study should be conducted to establish the inout-of-school factors affecting refugee girls' access to primary school education.
- Similar study should be conducted to establish the alternative interventions can improve access to primary education by the refugee girl-child.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Grace Kabui
University of Nairobi
Department of Educational Administration and Planning
P.O. Box 92,
Kikuyu

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a University of Nairobi Post graduate student undertaking a research project on School-based protection factors influencing retention of Sudanese refugees in Githurai Division Kiambu County, Kenya. Your school is among the selected respondents in this study. By this letter I wish to seek for permission to collect data from your institution. The identity of the respondents and information collected in this study will be treated with utmost privacy and confidentiality. The information provided will be used purely for the purpose of the research. Your approval, assistance and cooperation will be highly appreciated.

Thanks in advance

Yours Faithfully

Grace W. Kabui

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

This study is about the school – based protection factors influencing the retention of Sudanese refugee pupils in public primary schools in Githurai division, Kenya. Kindly provide answers to these questions as honestly and precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. We wish to assure you that all information you provide will be used strictly for the academic purposes and will be kept confidential.

Please tick [√] where appropriate or fill in the required information on the spaces provided.

Part A: Demographic Information

1. What is our position in school ……..
2. What is your gender 1. Male [ ] 2. Female [ ]
3. What is your age bracket i. Below 20 Years [ ] ii. 21- 30 Years [ ] iii. 31-40 Years [ ] iv. Over 40 Years [ ]
4. What is your highest qualification?
   i. Kenya certificate of primary school education (KCPE) [ ]
   ii. Kenya certificate of secondary education (KCSE) [ ]
   iii. PI Certificate/Diploma/or its equivalent [ ]
   iv. University degree [ ]
   v. Others (Specify…….) [ ]
5. What is the number of teachers in your school by gender; Male …… Female …….
6. Are the teachers sufficient to enable learning? i. Yes [ ] ii. No[ ]

Part B: Physical protection and retention

7. What is the average number of children in class ……..
8. Is the school environment safe for refugee children? i. Yes [ ] ii. No [ ]
9. If No what are the conditions lacking which do not support a safe environment
   i. ……
   ii. ……..

10. Does the school offer equal opportunities to all the children including children from refugees' household? Provide your response on the following issues and scale.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	Refugee children have good access to education materials					
12.	Conditions for admission of refugee children are favorable					
13.	Teachers encourage class participation					
14.	Resources are distributed equitably					
15.	No gender discrimination among the refugee pupils					
16.	Parents involvement is encouraged					
17.	Teachers support all pupils participation in school activities					
18.	There is minimal dropouts rates among refugee children					
19.	Children are discouraged from working					
20.	School has physical protection facilities on child abuse					
21.	School has physical protection facilities on Sexual exploitation					
22.	School has physical protection facilities on Gender based violence (GBV)					
23.	School curriculum supports physical protection of pupils					
24.	School support diet issues					
25.	School supports health issues physical protection facilities					

Part C: Psychological protection and retention

26. Does the school have programs on the following issues;

Yes No

27. Child abuse
28. Sexual exploitation
29. Gender based violence (GBV)
30. Child labour
31. Extra curriculum activities

32. Have the teachers been made aware of the refugee problems in your school? i. Yes [ ] ii. No [ ]
33. Have teachers been trained on psychosocial support for the refugees?
    i. Yes [ ] ii. No [ ]
34. If yes, do you think the teachers apply what they were taught? i. Yes [ ] ii. No [ ]
35. Does the school offer counseling services to pupils i. Yes [ ] ii. No [ ]
36. If yes how often are children counseled ……

Part D: Cognitive protection and retention

37. Do the refugee children have learning passion and interest in school i. Yes [ ] ii. No [ ]
38. If No what are the likely reasons for lack of interest
    ……..
39. On a scale of 1-5, 1 being the lowest rank the capacities of refugee children, as compared to the rest on the following issues

	1	2	3	4	5
1. Knowledge level					
2. Comprehension of taught lessons					
3. General school performance					
4. Problem solving					
5. Class attentiveness					
6. Do assignments and homework					

Part E: Coping mechanisms for protection and retention

40. What is needed in school but lacking to support refugee children performance
    ……
41. What is the percentage of refugee children in your school who score average (50) in academic work? ……
42. In the last year KCPE exams what is the percentage of refugee children joined secondary school education? ……..
43. What measures do you suggest should be put in place to ensure that refugee pupils with the necessary protection for their retention?
    ……

Thank you for participating in the study.

APPENDIX III: QUESTIONNAIRE FOR THE REFUGEE PUPILS

Instruction: Kindly respond to the questions as honestly and accurately as possible by giving a tick () against the appropriate answer. Fill in the blank spaces with the correct information. We wish to assure you that all information you provide will be used strictly for the academic purposes and will be kept confidential.

1. What is your gender? Male [ ] Female [ ]
2. How old are you? 9-11 years [ ] 12 – 14 years [ ] 15-17 years [ ] Over 17 years [ ]
3. What class are you? 4-5 [ ] 5-6 [ ] 7-8 [ ]
4. i. Do you like your teachers? Yes [ ] No [ ]

   ii. If No why?.....
5. i. Do you like this school? Yes [ ], No [ ]

   ii. Why……..
6. Does the school have a fence? Yes [ ]. No [ ]
7. i. Do you feel safe in this school? Yes [ ] No [ ]

   ii. Why…….
8. Do you plan to continue with schooling to completion? Yes [ ] No [ ]
9. i. Do you play games? Yes [ ] No [ ]

   ii. If No why……..
10. i. Do you play with other pupils? Yes [ ], No [ ]

    ii. If No Why……
11. i. Do you have brothers and sisters not in school? Yes [ ] No [ ]

ii. If No why?.....

THANK YOU

APPENDIX IV: PERMIT

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref No NACOSTI/P/16/71111/14603

Date

21st November, 2016

Grace Wairimu Kabui
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"School based protection factors influencing retention of south sudanese refugee pupils in public primary schools in Githurai Division Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **21st November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX V

THIS IS TO CERTIFY THAT:
MS. GRACE WAIRIMU KABUI
of UNIVERSITY OF NAIROBI, 39-232 ruiru,has been permitted to conduct research in *Kiambu County*

on the topic: *SCHOOL BASED PROTECTION FACTORS INFLUENCING RETENTION OF SOUTH SUDANESE REFUGEE PUPILS IN PUBLIC PRIMARY SCHOOLS IN GITHURAI DIVISION KENYA*

for the period ending:
21st November,2017

.....
Applicant's Signature

Permit No : NACOSTI/P/16/71111/14603
Date Of Issue : 21st November,2016
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 11957

CONDITIONS: see back page