

**INITIATIVES INFLUENCING INTEGRATION OF URBAN
REFUGEE PUPILS IN PRIMARY EDUCATION IN NAIROBI
COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in
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DECLARATION

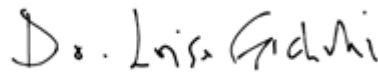
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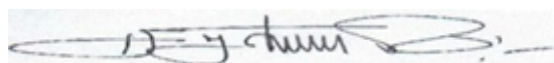


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DEDICATION

This research is dedicated to my parents and the entire Monari family with a great deal of respect and appreciation.

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ABBREVIATIONS AND ACRONYMS

DRA	Department of Refugee
EFA	Education for All
FPE	Free Primary Education
FGD	Focus Group Discussion
GOK	Government of Kenya
MGD	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
PTA	Parent's Teachers Association
RBA	Right Based Approach
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nation Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
UNICEF	United Nation Children's Fund
UN	United Nation

ABSTRACT

The purpose of the study was to investigate initiatives influencing the integration of urban refugee children in primary education in Nairobi County, Kenya. Five research objectives were designed to guide the study; to establish how teacher training influences integration of urban refugee learners in primary education, to examine how language support influences integration of urban refugees in primary education, to show how curriculum support influences integration of urban refugee pupils in primary education, to establish how financial support influence integration of urban refugees in primary education, to determine how Government policy on admission of refugee learners influence the integration of urban refugee learners in primary education. Bronfenbrenner's social-ecological theory guided the research. The study utilized a descriptive survey design whereby ten out of thirty-two primary schools were sampled through purposive sampling method. The target population of interest was refugee children in class 6, 7 and 8. The researcher obtained a list of pupils with refugee status from classes 6, 7, and 8 and teachers teaching those classes in each school to determine the pupils and teachers to be included in the sample. Simple random sampling method was used to sample teachers while systematic sampling used to sample refugee pupils. The sample of the study included 10 headteachers, 100 teachers and 300 refugee pupils to give a total sample of 410. Data collection instruments were mainly questionnaires for teachers, refugee pupils and interviews scheduled for head teachers. Test and re-test procedure was used to ensure the reliability of the survey tools. Pearson product-moment correlation coefficient (r) was used to obtain comparison in the two tests. A correlation coefficient of 0.74 was obtained for the teacher's questionnaire, 0.78 for pupil's questionnaires. Quantitative data collected was analyzed using descriptive survey, Statistical Package for Social Sciences and a combination of statistical computations. These included frequencies and percentages. Qualitative data were analyzed through content analysis, and data were organized into themes, patterns, and sub-topics. Findings of the study established that teachers were not adequately equipped to handle children with a refugee background who were to adjust to a new curriculum, the language of instruction, and classroom expectations. The host country curriculum was very different from the one refugee children followed in their home country. Financial support was very significant to enable parents and children to cop up with hidden costs associated with education. With the implementation of the Free Primary Education (FPE) policy in 2003, the Government of Kenya is committed to achieving Education for All (EFA) goals. The study recommended that the Government, through the Teachers Service Commission, in collaboration with development partners such as UNICEF and UNHCR, should provide the teachers with relevant training to handle children with a refugee background.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The right to quality education is a fundamental human right essential to integrating refugee children into primary education. It is critical for cognitive development, psycho-social protection, and acquisition of relevant information, as stipulated in the Universal Declaration of Human Rights 1948 (UNHCR 2016). Quality education has since been expounded through various global human rights agreements and conventions. Their interpretation and use have developed a framework through which the right to education is understood to involve four essential related components of education: accessibility, availability, adaptability, and acceptability. The 1951 Convention Relating to the Status of Refugees infers that states should guarantee non-prejudicial, comprehensive education at all levels, including free primary education, safe learning, and teaching environments to guarantee the quality and funds to ensure this. (Global Thematic Consultation on Education and the post-2015 Development structure, Making Education for All a reality, 2013).

According to UNHCR (2015b), Integration occurs when refugees are given the tools they need to reach their full potential as members of a society, contribute to the community, and access the services to which they are entitled. What constitutes integration of refugees varies, ranging from „being no trouble“ to „mixing“ of various people living together in a community to

acquiring a sense of „belonging“ in the community. In schools, every effort to mainstream refugee learners in primary education mainly focuses on initially developing social bonds. Education is available to refugee children in three primary settings: private schools for those who can afford them, community schools established by refugees for their children, and public schools. Even when access to education is available, each of these education settings poses particular challenges to the practical teaching of refugee children. According to UNHCR (2019), education is fundamental in refugee situations for four main reasons. One, it is a fundamental human right. This right has been outlined in various global frameworks and conventions, particularly the Convention on the Child's Rights, stipulating that primary education should be universal, available, acceptable, accessible to all, and free at the point of delivery. Secondly, education promotes the protection of children. It helps to identify children susceptible to exploitation or abuses and those who may need additional support. In addition, education defines the responsibilities of society and the rights of individuals, ultimately building a more robust child protective network within communities. Thirdly psychosocial needs of traumatized refugee children are met through education. Conflict and displacement heavily disrupted the lives of refugee children; therefore, more structured routine activities help provide a sense of normalcy. Finally, education is essential in building human capital. It promotes reconstruction, self-reliance, and socio-economic development in refugee areas of origin or settlement.

However, for many urban refugee children, access and integration in education are just a wish, not a reality. In 2019, the global population of displaced refugees increased significantly from 25.4 million to 25.9 (UNHCR 2019). Most of them were children under 18, including many unaccompanied or separated from their families (UNHCR 2019). According to UNESCO 2019, refugee children face the pressure of exclusion from education. Compared to non-refugee children, they are five times more likely to be out of school. According to Arzubiaga, (2015) the refugee crisis puts many countries, including Kenya, facing tremendous pressure to include many refugee pupils in primary education. Due to forced displacement, children with refugee backgrounds are a particularly vulnerable group. The host country's education system does not always meet their specific needs, which can hamper the potential of these pupils to enter primary education (OECD, 2019). Obstacles include insufficient teacher training to deal with refugee students. Teachers may not help refugee pupils who must adjust to the new curriculum, the language of instruction, and classroom expectations. Therefore, the ability of teachers to manage a multicultural environment is highly dependent on the training and professional development of related teachers (Allen, 2016). Partner organizations and national governments should cooperate to vigorously promote relevant support for in-service teacher training, especially in the host country curriculum, the host country language, and the mental health of refugee children, so that the unique needs of refugee children in the classroom can be met. Primary school teachers are at the focal point of each

child's learning pathway. They give access to the basic range of abilities each child needs to prevail in the primary education and beyond. Teachers deserve relevant pedagogical support, resources, training and, professional development to create an inclusive classroom, quality teaching and learning, create safe learning environments, and remain motivated. Reinforcing pre-and in-service teacher training is essential in strengthening teachers' capacity to better respond to the psycho-social needs of traumatized learners. Inadequate teacher training to handle refugee pupils poses considerable challenges in integrating refugee children in primary education (OECD, 2019).

Host country language of instruction poses numerous challenges in the integration of urban refugees in education. Acquisition of literacy in the first language enables children to translate skills acquired to the target language of instruction (Allen, 2016). Refugee pupils are often demoted to a lower level, not because of their knowledge of the content or their cognitive development, but because of a lack of instructional ability in the language of the host country. Refugees children face not comprehending what they are being taught in class, thus impede their learning process. For example, many refugees in eastern Sudan did not attend schools established by UNHCR because teaching and learning are taught in Arabic; however, they prefer to participate in informal schools under the trees led in Tigrinya, their local language (Dryden, 2016). Host country language, openness to multilingualism and intercultural education are significant to the successful schooling of refugee children. Proficiency in the host country language is essential in

communicating and interacting with people in a new society. It promotes the independence, self-esteem, and competencies of refugees' children in education. Some OECD studies clearly show that children initially acquire literacy skills in their mother tongue and can transfer these skills to the target language of instruction. The education provided to refugees is usually outside the scope of their mother tongue. For example, it is reported that most Syrian refugees in Iraq did not enter state schools because the primary language of instruction is Sorani/Kurdish (Fresia (2016)). The language barriers faced by refugee children can lead to frustration, poor performance, and ultimately drop out of school. Refugee children should be supported to learn the host country's language early, and language training should be promoted when necessary. In general, with the support of UNESCO, the language of the catchment area is essential for the development of students' knowledge and experience. According to Chen, (2019).The initial stage of teaching and learning should be taught in the mother tongue and respect the crucial elements of multilingualism. In the context of refugees, mother tongue teaching still exists. Still, it is vital to learn the host country's language to integrate refugee children into education (Bonfiglio (2015)). Refugee children need extensive language training and legal and administrative actions to enable them to master the language of instruction in the host country to access the elementary and higher education systems. In addition, mandatory introductory language classes may be required to ensure the integration of refugee children into education. The language of instruction can be made familiar to refugee pupils

to minimize the impact of school disruption. Host country curriculum could be very different from the one refugee children follow in their home country (King, 2017). The curriculum of the country of origin should be utilized in the refugee context (Tawil, Harley & Braslavsky (2014). As stated in the INEE Guidance Notes 2010, teaching never takes place in a vacuum in an emergency. The context-specific curriculum needs to be developed to meet the needs of refugee pupils. The selection of the curriculum should take into account the curriculum of the home country and the curriculum of the host country, which contains specific priority areas of the curriculum that enrich the curriculum, such as peace education and life skills (INEE, 2010). Curriculum and the way it is implemented can reinforce and exacerbate tension between refugees and the host community and prolong refugees' integration in education. The curricula content defines how refugee children think of themselves, what they know, and what they project about the future. It might be hard for learners with a refugee background to cope up with specific curricula topics that are controversial and recent conflict-related topics that should be omitted from curricula. For example, history was omitted from the curriculum of Rwanda after the genocide to strengthen reconciliation and reconstruction of the country (King, 2011).

Financial constraints caused by poverty are the main obstacle to integrating refugees into education. Although primary education in Kenya is free, refugee parents, guardians, and families often do not believe it is free. They cited hidden expenses related to education, such as school uniforms, transportation,

school supplies, as barriers to access education. Similarly, when there are few income-generating opportunities available, going to school is considered a loss of income because children can generate revenue for the family through cheap labour, or they need to care for younger siblings. This is more likely to be the case for girls, whose numbers are declining in primary school. Children, parents, and caregivers consistently refer to additional educational costs and the sometimes-untenable burden placed on parents and guardians. All learners must wear school uniforms: a means of identification, a measure to promote equality, and an important protection mechanism for children. Therefore, every effort is made by parents, guardians, and caregivers to ensure this cost is offset by providing uniforms to learners, with priority to those at most significant risk of educational disengagement. Resources such as books and pens likewise are not distributed to learners to alleviate the financial burden of education.

Refugee children and families commonly report a lack of educational material as a critical barrier to education, particularly among single-parent households, child-headed households, and foster care arrangements. Additionally, some children required transport to travel the long distance to and from school. Some experienced school or community pressure to contribute to funds that support their school, further compounding financial stresses and barriers. In 2017, the UNHCR Office in Turkey reported that 7,217 urban refugee children (most of them from Iraq, Afghanistan, Somalia, and Iran) were delayed attending primary school due to a lack of uniforms, books, stationery,

transportation, and other educational materials. Although public schools in Turkey are accessible, direct and indirect costs are significant obstacle for most refugee families. The cost of uniforms, books, transportation and other educational materials often prevents refugee families from receiving an education for their children. Many schools require refugee families to provide additional "voluntary" monetary contributions. In mid-2017, the Turkish Government and UNHCR launched a cash-based intervention program to stimulate enrollment and retention rates in primary and secondary schools (UNHCR, 2019). This is expanded to include refugees and other beneficiaries of international protection. The program is implemented through the Ministry of Education, the Ministry of Family and Social Policy, and UNICEF and provides monthly cash assistance to disadvantaged families whose children go to school regularly. When schools can provide support to refugee children, they rely on external resources and suffer delays and interruptions UNHCR, (2017). Policy restrictions can prevent refugee children from enjoying the same right to education as non-refugee children. The implementation of the Free Primary Education (FPE) policy in 2003 demonstrated the Kenyan Government's commitment to achieving Education for All (EFA) goals. This commitment ensures that the Government reaches universal primary education (UPE) and that all learners complete primary education curriculum and achieve the Millennium Development Goals promised by the 189 member states of the United Nations. According to Pavanello (2015), to achieve education for all, the Kenyan Government abolished primary education fees

and all fees. In this regard, Kenyan development partners and the Government are paying for basic teaching materials and extracurricular activities (MoEST, 2013). However, refugees migrating to urban areas, such as Kasarani, Embakasi, and Eastleigh Nairobi, experience protection and assistance gaps. According to encampment policy, assistance is often sent to the camp. Urban refugees must regularly return to camps to obtain population count and register with the UN refugee agency (Campbell, 2015). Many refugees choose to violate the official encampment policy and are still migrating to Nairobi (UNHCR, 2015). Countries that do not have a formal administrative and legislative framework to solve refugee problems and ensure that they realize their right to education, may find it difficult to grant refugees the right to education or recognize refugees living outside refugee camps. In the case of legislative and administrative barriers for refugees in urban areas to receive a formal education, the only option for refugees may be to allow their children to enter non-formal schools. Malaysia is an example of a country that lacks a legislative framework to address refugee issues. Many refugees and asylum seekers, mainly from Myanmar, Somalia, Afghanistan, Iraq, and Sri Lanka, live within the protection gap. Because the Malaysian Government considers them "undocumented immigrants, most of the refugee children and youth cannot receive education (UNHCR (2019).

Once resettled in the host country, refugee learners start the challenging journey of exploring a new educational opportunity. Most refugee pupils experience academic, financial, emotional, and psychosocial challenges that

include cultural assimilation stress, constrained English and host language capability, curriculum challenges, policy restrictions, and the inability of school teachers to handle children with a refugee background. (Bal & Arzubiaga, (2014). Most refugee children have post-traumatic stress disorder (PTSD), discouragement, maladaptive sadness, social withdrawal, and academic challenges (Halcon et al., 2015; Sullivan & Simonson, 2016). Accordingly, refugee pupils are at higher risk for school dropout. Studies conducted in Western refugee resettlement countries, including the UK, USA, and Australia, have documented and reported the difficulties refugees face in their schooling. The studies have examined education issues of refugee children and underscored the significance of promoting the school environment, educational policies, and parental help in enhancing the integration of refugee children in school (OECD 2019). Studies conducted by UNHCR (2017) in Africa, Cairo, Egypt is an instance of a couple of studies that have analyzed educational issues of urban refugees in regard to policy frameworks, financial status, and survival strategies of urban refugees. This study identified that policy restriction, legal documentation, and economic hardship are the most significant barriers to refugee children's admission and integration in education. Regional wars, conflicts, and natural calamities in Africa have prompted massive displacement of people of Africans. UNHCR (2016) report indicated the degree of forced displacement driving a the humanitarian crisis that has been witnessed in South Sudan and trailed by others in Libya, Somalia, Northern Uganda, and Congo UNHCR (, 2016).

Despite crises and disasters, governments and humanitarian agencies are committed to providing an inclusive learning environment for displaced children and families who might need additional support. Global partnership for education report (2020) reported that in late March 2020, the UNICEF office in South Sudan, Uganda, and Somalia received a grant of 70,000 US dollars each to support the ministry of education in planning their response to the coronavirus pandemic. With the joint efforts of UNICEF, the Ministry of Education is committed to improving access to quality primary education in their respective countries by providing educational materials, developing teacher capacity and taking extraordinary measures to retain students (Global partnership for education,(2020). Beyond initiatives supporting refugees and asylum seekers, policy restriction is a big challenge that urban refugees face. Educational policies do not often respond to urban refugees' various educational needs, which impede the inclusion of urban refugees in primary education and society (Karanja 2010). The government encampment policies restrict refugees in remote camps. As a result, assistance is often provided to refugees placed in camps. Humanitarian organizations and governments are unwilling to do anything in the urban environment that might counter encampment policies or attract refugees to urban areas. As legal restrictions force potential donors and aid recipients, their needs have not been fully assessed or tracked (Dix, 2018). According to the UN Refugee Agency (2019), the main goal of UNHCR's urban refugee policy ensures the protection of

individual refugees and groups that make full use of scarce resources and maximize solutions. This means that UNHCR needs a clear and comprehensive national policy based on practical principles in developing, applying, and maintaining the tools required for its implementation worldwide. Kenya home 74,758 refugees and asylum registered in urban areas that fled war, conflict, and persecution (UNHCR 2019). Somali and Ethiopian refugees mainly live in the region of Eastleigh (UNHCR, 2019). Other refugees, especially Sudanese and Congolese, are settled in Kawangware, Kasarani, and Umoja. The most significant number of refugees lives in assigned camps (Daadab and Kakuma), from where they get consideration and help from the Government and humanitarian agencies. Nairobi hosts more than 46,000 refugees (UNHCR, 2019). Refugees move to the city to look for employment opportunities and alternative settings where their children can profit from quality education (Karanja, 2010)

1.2 Statement of the Problem

Refugee children encountered war, violence, and trauma before fleeing their home countries. Once resettled in urban, areas refugee children begin a challenging journey of exploring educational opportunities. Further, they must adapt to a new culture that incorporates new education systems, customs, and language. Despite the Government's efforts to expand educational opportunities for refugee children by introducing free primary education (FPE) in 2003, allowing the enrolment of refugee children into public schools, most

urban refugees still face many barriers to integration into mainstream education. These barriers include language barriers, difficulties in adapting host country curriculum, cost of education (actual and hidden cost), policy restrictions, and teachers' inability to handle children with a refugee background. Due to forced displacement, refugee children are a particularly vulnerable group. Their needs are not always met by the education system, which can hinder the integration potential of these children. This poses a considerable challenge because the integration of refugee children into the education system is vital for their academic performance and social and emotional health (Milner, 2019). According to the 1951 "Convention Relating to the Status of Refugees", the education of urban refugees is of great importance to ensure that refugee and non-refugee children enjoy the same rights to education. The study therefore sought to establish the initiatives influencing integration of urban refugee pupils in primary education in Nairobi County.

1.3 Purpose of the Study

The purpose of this research was to investigate initiatives influencing the integration of urban refugee's pupils in primary education in Nairobi County, Kenya.

1.4 Objectives of the Study

The following research objectives guided the study:

- i) To establish how teacher training on refugee education influence the integration of urban refugee learners in primary education

- ii) To examine how language support to urban refugee pupils influence their integration in primary education
- iii) To establish how curriculum support influences integration in primary education
- iv) To establish how financial support influence the integration of urban refugees in primary education
- v) To determine how Government policy on admission of refugee learners in primary education influences integration of urban refugee learners in primary education

1.5 Research Question

The following research questions guided the study:

- i. How does teacher training on refugee education influence the integration of urban refugee learners in primary education?
 - i.
 - ii. To what extent does the language support for refugees influence integration in primary education?
- iii. How does curriculum support for urban refugees influence integration in primary education?
- iv. How does financial support influence the integration of urban refugee learners in primary education?
- v. How does the government policy on the admission of refugee learners' in primary education influence the integration of urban refugee children in primary education?

1.6 Significance of the Study

The outcome of the study would be of significance and critical to the Ministry of Education, Science and Technology (MoEST) endeavours to enhance the integration of urban refugee children in primary education. The results would provide guardians, parents, children's and humanitarian organizations such as UNHCR, UNICEF with relevant information about the initiatives that ensure integration of urban refugees in education in Nairobi County. The study's findings would likewise give light to the concerned humanitarian organization such as UNHCR, with the data helpful in planning and delivering quality education to urban refugees.

1.7 Limitation of the study

The study encountered some limitations: the refugee children preferred to remain anonymous due to security reasons. This was due to fear of exposing themselves to authorities since many were in urban areas without proper legal documents. This was mitigated by clarifying from the beginning the purpose of the study and the survey's intention through informal conversations with the respondents.

1.8 Delimitation of the study

The study focused only on urban refugees in Nairobi County; however, generalization in other parts of the urban areas in Kenya must be made with a lot of caution because initiatives influencing integration to primary education may vary from one place to another.

1.9 Basic Assumptions

- i. The refugee respondents may be honest and give accurate answers.
- ii. Schools with refugee pupils were available and able to give responses
- iii. Government departments keep accurate and reliable records on initiatives supporting urban refugees' access and integration in primary education.

1.10 Definition of significant terms

Curriculum Support – Refers to assistance given by the teachers and school management to refugee children to develop competence in fundamental core subjects taught in the host country's education system.

Financial Support - Refers to an array of cash-based or in-kind interventions given by the Government or non-governmental organizations to support marginalized pupils further to continue learning in mainstream schools.

Government Policy – Refers to the Legislative Framework relating to access to mainstream education for refugee and asylum-seeker children.

Integration: Refers to the lawful procedure by which displaced children become full members of a new school community.

Language Support – Refers to the provision of standard and formalized language classes to refugee pupils by the teachers to enable them to develop competence in the language of instructions of the host country.

Refugee: Refers to individuals who have been forced out of their homeland due to war or for political, religious, or social reasons.

Teacher Training – It refers to professional development provided by Government or non-governmental organizations to develop the capacity of teachers to enhance their skills and abilities to meet better the educational needs of refugees and asylum-seeking pupils in mainstream classrooms.

Urban Refugee - Refers to a person who, for some reason, is forced to settle in an urban area of the country where they have taken refuge instead of in a camp-based settlement.

1.11 Organization of the Study

The research report is divided into five chapters. The first chapter presents an introduction to the research, which involves; background to the study, statement of the problem, the purpose of the study, limitation, and delimitation of the study, the basic assumption of the study, and definitions of the significant terms as used in the study. Chapter two covers a review of related literature to the study under the following sub-topics; teacher training, language support, curriculum support, financial support, government policy, theoretical and conceptual framework. Chapter 3 introduces the methodology and procedures used to conduct this research. These include research design, target population, samples and sampling procedures, research tools, instrument validity, instrument reliability, data collection, and data analysis techniques. Chapter 4 includes data analysis, interpretation, and discussion. Chapter 5 consists of the summary, conclusions, and recommendations of the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a literature review related to the study, under the following subtopics; Teacher training, language support for urban refugees, curriculum support for urban refugees, financial support, government policies on integration of urban refugees in primary education, a summary of the literature review, theoretical framework and conceptual framework.

2.3 The Concept of Integration of Refugees in Education

According to Sengupta & Blessinger (2018), refugee integration refers to the acceptance of refugees in the broader society. This means building a new life with dignity, becoming an independent and productive member of the community, capable of standing up for yourself. This process allows refugees to gradually integrate into all levels of society and become full citizens. This has been emphasized in subsequent forums such as the 1997 Refugee Council, the 1998 Canadian Council for refugees and the 1999 European Council of Refugees and Exiles. According to O'Callaghan & Sturge (2018), Kenya ratified the 1951 Refugee Convention, the 1967 Protocol Relating to the Status of Refugees, and the Organization of African Unity Convention Governing the specific aspects of Refugee Problems in Africa decades ago (1969 Refugee convention). In 2007 Kenya "Refugee Act 2006" came into force that the corresponding legislation was enacted (O'Callaghan & Sturge, (2018).

Integration in education, therefore, involves the process of preventing or combating the social marginalization of refugees through the removal of legal, cultural, and linguistic barriers and ensure that refugees have the right to make positive decisions about their future and to fully benefit from the opportunities available based on their abilities and desires (Refugee Council, 1997). The harmonization of education across the country have helped to prevent a parallel system of education for refugee learners. In collaboration with development partners and other stakeholders, the Ministry of Education developed a draft policy to integrate refugees and asylum seekers into the national education system (MoEST). (2013). To facilitate this, urban refugee pupils should be given a wide range of resources which include positive teachers “attitude, flexible government policies such as legal documentation, relevant curriculum and financial support (Mendenhall, (2020). Education in urban settings is essential to strengthening the local integration of urban refugees. Enrollments of urban refugees in primary schools have been increasing in the recent past. According to the United Nations High Commissioner for Refugees (UNHCR), at the end of 2012, the majority of the refugees had settled in urban areas; in addition, urban asylum seekers from a variety of nationalities, including Sudanese Somalis, Congolese among other communities, live in Kenya. Further, most of the parents send their children to a nearby schools to access formal education.

2.4 Teacher Training to Support Integration of Urban Refugee in Primary Education

Teachers in urban refugee settings are not sufficiently prepared to address and deal with the context-specific needs of their pupils (Ainscow, Metternicht & Wiedmann, (2016). Teachers play a critical role in fostering a safe learning environment and reinforcing feelings of sense of belonging at schools, motivating and creating inclusive classroom environments that respond to all pupils' diverse needs (Allen & Nabat, 2018). All endeavours to mainstream children with refugee backgrounds rely on well-trained and supported teachers with good pedagogical skills who consider all children's diversity and learning abilities in their pedagogical approaches (UNRWA 2018). Classroom teachers have inadequate skills in creating a healing classroom or developing psycho-social activities that help children overcome the trauma they endure. Teachers may not understand the dynamics surrounding previous schooling interruptions of refugee children (King & Owen, 2015). In teacher training colleges and universities, multicultural education is not often offered to enable teachers to utilize relevant, effective, and inclusive pedagogical approaches to handle children's with diverse backgrounds and abilities (Lean & Dunn, 2016). Teachers may have a different perception towards refugee children's which can, in turn, have a negative influence on their teaching approaches and expectations. Kenyan teacher training colleges are actively working to integrate internationalization in their institutional policies and education programs, recognizing the benefits of internationalization

(Kuppens, Sulley, & Langer, 2019). The Kenya Institute for Curriculum Development (KICD) defines the process of integrating the intercultural, international, and global dimensions into the goals, teaching/learning, research, and service functions of the faculty of teachers (Kuppens, Sulley and Langer, 2019). As a result, teachers are an integral part of education, and their services are crucial in achieving educational goals all over the world. Teachers, because of their major role in the educational business, require effective and sufficient training to fulfill their roles and obligations. Although various NGOs offer training opportunities to teachers on instructional approaches to handle refugee children, this does not translate to the certification of teachers nor recognized nationally. Teacher training especially in-service training is often important in equipping teachers with relevant skills and ensure best teaching practices for the diverse classroom. Dryden-Peterson, Dahy & Adelman (2017)

2.5 Language Support and Integration of Urban Refugee in Primary Education

Language Support –Entail provision of standard and formalized language classes to refugee children by teachers and school management to enable them to develop competence in the language of instructions of the host country, enabling them to access a broader range of educational opportunities. Language skill is fundamental in the integration of refugee children in primary education. It can hinder or promote integration in education (Chen, (2019). Language abilities are significant for academic accomplishment and are

fundamental if pupils with a refugee background are to build up a feeling of being part of the school community (Candappa, 2017). Host country language is essential in academic achievements for refugee children; therefore, they need relevant support in acquiring host country language and English as an additional language (Demie, 2017). Refugee children usually perceive that acquiring host nation language as critical to their future accomplishments in their new environment (Chen, (2019). Likewise, they need to gain capability in the language of instruction to prevail and succeed in school. Besides the host nation's language, refugee children also need to build up their mother tongue language. This can't just positively affect their learning of the host nation's language yet, in addition, their feeling of having a place in the new community (European Commission 2015). The unknown language constitutes such a significant obstacle that these refugees sometimes start their informal education to provide education in a familiar language. For example, many Congolese refugees in Uganda want to learn French but have no choice. Refugee parents and children worry that they will face tremendous difficulties once they are repatriated to the Democratic Republic of the Congo due to a lack of knowledge of French, fearing that they are "useless people" (Wettstein, 2019). The language policy of the Kenyan Government, as stated in the Kenyan Constitution, Swahili and English are official languages and must be taught in schools. Because of this policy, English is very precious. Bonfiglio (2015) identified that learning a language can solve identity issues, permitting displaced children to make new companions and mitigating cultural

disconnection. UNESCO, 2016 proposed that utilizing the language experience approach expands writing, reading, and vocabulary capabilities. This permits pupils to broaden their knowledge and their ability to acquire new information.

2.6 Curriculum Support on Integration of Urban Refugee in Primary Education

According to UNHCR (2015), one of the most significant barriers experienced by refugee children in schools is to adjust to a new education system and a new curriculum. Host country curriculum could be very different from the one refugee children follow in their home country. Multiple learning environments have been failing to accommodate and address the curriculum-related needs of refugee children. Students are regularly mainstreamed in schools, and it's dependent upon them to adjust. Most of the children cannot adapt to a new curriculum which brings about disappointment and inability to perform in schools. For instance, refugee children experienced difficulties adjusting to a new curriculum in Australia that was different from their home country curriculum. This resulted in poor performance and high dropout rates (OECD, 2019)

Curriculum delivery is so challenging since; can be significantly politicized and emotive issue for host governments and refugees, instigating sensitivities around identity. (Hasan Ayadin & Burhan Ozfidan (2017). Specifically, with the introduction of a competency-based curriculum, refugee parents are

required to provide most of the additional materials, most of whom cannot afford. Parents should provide Manila paper, crayons, files, and paints. It is hard to explain to refugee parents because they believe everything is free. Due to defining and selecting legitimate knowledge, curriculum development is often a difficult task (Tawil & Harley, 2014). The curriculum involves the participation of children in teaching and learning once they are enrolled in and in attendance at school. As stated in the INEE guidance note, teaching and learning in emergencies never happen in a vacuum, and there are reasons to make context-specific curriculum. The curriculum selection in emergencies implies the adoption of the host country's curriculum, supplemented with specific priority areas, such as life skills or peace education (INEE, 2010). The most viable durable solution is on-site integration or repatriation, they should follow the host country's curriculum. This content will be included in the curriculum, shaping what children know and how they think about themselves and envision the future for themselves and society. The curriculum is the selection of what will be taught in school and the process of defining and selecting legal knowledge (Tawil et al., 2014). According to UNHCR guidelines in the field of education (2016), the curriculum of the refugee education program should be the curriculum of the country of origin, the expected durable solution is voluntary repatriation, and the amount and the language of instruction mean that local schools cannot absorb refugees. It can be challenging for teachers to address controversial topics from the curriculum, and recent conflict-related topics are often omitted from the

curriculum, such as Rwanda (Freedman, Weinstein, Murphy & Longman, 2018; King, 2017). For example, the omission of the study of the 1989 crisis in the curriculum led to tensions between the Moors and the Negroes in Mauritania. Rather than a comprehensive understanding of the events that led to the exile of Senegalese returnees, it is the only source of information about ethnic groups and their relationships in the parental discourse of black children in Mauritania, as well as the politicized version of the 1989 crisis learned from refugee schools in Senegal (Fresia, (2016)). Kirk (2019) proposed three curriculum methods that should be used for the formal school education of refugee children and youth. In the first method, the domestic curriculum can be used in the context of refugees; in the second method, the curriculum of the host country can be used, teaching and learning can be carried out in different schools, or refugee children can be included in the education system of the host country; Third method can be used to develop a hybrid curriculum, which contains curriculum elements from both countries. In a circumstance where refugee children strain to adjust to new curricula, schools have a primary task to carry out in helping pupils to have smooth curricular progress from their home to the host nation. Refugee children require extra help from teachers with the goal that they comprehend and contrast between what they used to study and what they will be considering to study (UNESCO Glossary of Curriculum Terminology, 2013)

2.7 Financial Support on Integration of Refugee Pupils in Primary Education

Financial constraints caused by poverty are also seen as obstacles to refugee

education due to the cost of transportation, books, uniforms, desks, and tuition (Dix, 2016). In the current economic situation, the poverty of refugee families is a common factor. This prevents them from accessing education in public and private primary schools, leaving them with no choice. According to UNHCR 2016, financial support addresses some of the barriers to integrating urban refugees in basic education by covering costs such as cash for sanitary items for girls' schools, supplies fees, and exam fees. In 2016 UHCR initiated cash-based intervention programs in Turkey to incentivize primary school enrolment and retention for urban refugees (UNHCR, 2016). Hepburn, 2017 affirmed that financial support is a powerful lever to improve the integration of refugees into education. Displacement can exacerbate situations where it is challenging to pay education-related expenses, for example. Examples include tuition, uniforms, textbooks, and other school supplies (Pavanello et al., 2015). Providing financial support to refugee students and their families can facilitate enrollment and integration in all levels of education. Cash transfers are payments made directly to school-age families so that they can enroll their children in school. These transfers can be conditional (based on minimum attendance and other requirements, or unconditional transfers are considered to positively impact student attendance and admissions (UNHCR (2019). An evaluation led by the United Nations High Commissioner for Refugees (UNHCR, 2016) on the utilization of money assistance found out that cash assistance only lasts for as long as the support lasts. Non-formal school-related costs, for example, PTA expenses exacted by schools, course books, and

uniforms are more challenging than actual enrolment charges (Pavanello et al., 2018). Extra payments may be required from the pupils to fill financial gaps in school. Other forms of financial support may include in-kind (material) support, for example; Books, uniforms, etc. Refugees in Norway receive free education and are eligible for refugee subsidies after completing elementary, junior high, or higher education. The sooner they start their education after arriving in Norway, the longer they are entitled to receive the refugee grant. The calculation method of the grant amount is the same as the calculation method of the amount for Norwegian higher education students. The difference is that refugees receive essential support in the form of grants rather than loans (UNHCR, 2016)

2.7.1 In-kind support to schools that admit vulnerable children

According to (UNHCR 2016), other forms of financial support may include in-kind (material) support (such as books, uniforms). These types of supports have been shown to increase enrollment and attendance rates. Iraq has taken many measures, such as providing free school supplies, furniture, and CD-ROMs containing all course materials to compensate for the shortage of books delivered to displaced pupils. It has also provided funds to transport these children from their homes to schools. Non-governmental organizations cooperate with state-sponsored schools to renovate classrooms, build or provide supplies, equipment/food, or other items in exchange for the school administrator's commitment to enrolling a specific number vulnerable children without paying registration fee. The initiative (has been implemented in

Zimbabwe and South Africa to a limited extent (Hepburn, 2017). Providing material support can be costly for the implementing agency, and some practitioners believe this is not a cost-effective option. Other professionals noted that, in the long term, improving school infrastructure will benefit all children (Hepburn, 2017). The Government and non-Governmental organizations have implemented relevant Water Sanitation and Hygiene (WASH) -related activities to ensure a safe return to school during Covid 19 pandemic, include support through in-kind and cash assistance. A pivotal commitment to support refugees during the Covid 19 pandemic, Government and non-governmental organizations such as UNICEF prioritized assisting refugee children in learning during school closures and returning safely to school when school reopens. In-kind support is vital to facilitate access to online educational programs and resources, distribute educational materials, and use radio and television to support family learning. It also helps teachers adapt to new teaching methods and ensures school support services, such as school feeding, social support, and counseling. WASH services in schools were strengthened and adapted by implementing essential COVID19 infection prevention and control to disrupt transmission to ensure a safe return to school. UNICEF and other non-governmental organizations helped redesign and install additional WASH facilities to provide essential water, sanitation, and waste management services. Communication and training on the spread of COVID19 is a crucial priority, emphasizing that schools follow daily disinfection and cleaning procedures and proper environmental cleaning.

Despite the in-kind exchange, the school may still need to compensate for the lack of enrollment fees through community taxes and by asking students' families to supplement additional school-related fees.

2.8 Government policy on admission of refugee learners in primary Education

In September 1990, the Convention on the Rights of the Child (CRC) was passed by the United Nations and ratified by 193 countries for which Kenya is an affiliate. The Convention on the Rights of a Child (CRC) safeguards a child from any form of abuse and ensures the rights of children and the prohibition against discrimination. Articles contained in CRC mainly address children's rights, specifically the right to quality education, as enshrined in article 2 and article 22. All the children within the territory of a state are entitled to the right to education and humanitarianism; thus, the benefits provided by a country to its child citizens must be enjoyed by all children in its territory. Government policy on the admission of refugees in education is among the significant factors that need further research to accomplish the integration of urban refugees. Inclusive Education Policy/Inclusion policy recognizes diversity. It involves identifying and reducing learning and participation barriers that any children may encounter, regardless of age, ability, gender, race, language or disability, and social origin. The 2009 Special Needs Education Policy Framework defined learners with special needs as people with and without disabilities, such as refugee children, orphaned children, and exceptional and talented children. The 2012 Basic Education Act includes provisions for the

abolition of gender discrimination, non-discrimination, encouragement, and protection of the marginalized, disabled, and special needs individuals. In addition, the strategy advocated for more gender-sensitive school environments and affirmative action to address the needs of marginalized people. According to the "Comprehensive Refugee Response Framework" (CRRF, 2018) and based on the Djibouti framework, the Kenyan Government is committed to accepting refugee children in Kenya to receive primary education, which will expand the scope of acceptable document forms to help refugee students enroll (Mendenhall et al. al 2020).

The government also extends integration in education system, schools and training institutions at all levels from basic to tertiary, for refugees (Nairobi Comprehensive Plan of Action for Durable). In light of the encampment policy, in Nairobi refugees live in legal limbo. From the perspective of the Government, urban refugees technically do not—or should not—exist, though their neighborhoods are well known to all. The government's encampment policy requires refugees to stay in remote camps (Kenya Refugee Act 2006). As a result, aid mainly channeled to refugee camps, agencies and the Government were unwilling to do anything in Nairobi that might violate Kenyan encampment policy or attract refugees to the city. Refugees continue to arrive in the town, but due to legal restrictions that limit potential donors and recipients, their needs have not been fully assessed or addressed (United Nations, 2015). Urban refugees have never been systematically registered, so they are not eligible for assistance outside the camp. Due to the lack of legal

protection in Nairobi, most refugees were forced to temporarily return to the camps during the demographic period to register with UNHCR and maintain their legal link with the refugee system (Dix, 2019). Although the resettlement of urban refugees is tolerated, the Government's policy is still a refugee encampment policy. However, in the urban environment of Nairobi, UNHCR is the lead agency for providing services to refugees. UNHCR's work in Nairobi is guided by UNHCR's 2009 Urban Refugee Policy, which requires the agency to assess, understand, and respond to refugees living in Kenya's capital. UNHCR has increased the enrollment rate for refugee children, working with Nairobi NGOs and community organizations to develop a registration system for refugees and asylum seekers in urban areas and providing educational services in urban schools such as English classes. UNHCR also convened two interagency working groups to advocate for refugees to receive primary education and complete the refugee Act of 2006 (UNHCR, 2019). The policy of the Kenyan Ministry of Education is derived from the Constitution of Kenya. Chapters 43 and 57 contain clear instructions on free and compulsory primary education in Kenya. According to the 2012 regulations of the United Nations Refugee Agency, different countries have different policies regarding the integration of refugees into education. However, the legislative framework of each country must conform to the Universal Declaration of Human Rights and other conventions to ensure and ensure that refugee and non-refugee children have the same right to education (UNHCR, 2012).

2.9 Summary of literature review

The literature review has indicated that many initiatives influence the integration of urban refugee pupils in primary education. In the Integration of urban refugee children in primary education, a review of related literature indicated that GOK had done much in the introduction of free primary education (FPE) to encourage refugee parents to enroll their children in schools which have resulted in positive gains in mainstreaming refugee children in primary education. Despite these efforts, verifying and accrediting academic credentials obtained in other nations adds to the difficulty of enrolling urban refugee children in relevant classes. The literature review identified that pre and in-service training effectively enables teachers to deal with traumatized learners who need psychosocial support. Many educators believe that positive teacher training is critical to the success of inclusive education. The study concurs with Ainscow et al. (2016), who stated teachers in urban refugee settings were not sufficiently prepared to address and deal with the context-specific needs of their pupils. Despite this, the studies must define the government agencies or non-governmental organizations that deal with in-service teacher training to support the integration of urban refugees. Host country language is vital for refugee children to develop a sense of belonging in school. Some evidence suggests that the host country curriculum could be very different from the one refugee used to follow back home; therefore, a lot of support is needed to address the curriculum-related needs of urban refugees. The study agrees with Candappa (2017), who cited that

language abilities are significant for academic accomplishment and are fundamental if pupils with a refugee background are to build up a feeling of being part of the school community. Nonetheless, due to the lack of a good curriculum (materials) and truthful information about children's previous educational experiences and poor evaluation of general knowledge and skills, the daily lives of teachers and these children in the classroom can get complicated (Milner, 2019). The cost associated with education, both hidden and actual price, can impede the integration of urban refugees in primary education; hence necessary financial interventions are needed to influence the integration of urban refugees in primary education. The literature review agrees with the UNHCR (2016) report, which identified that financial support addresses some of the barriers to integrating urban refugees in primary education by paying tuition, school supplies, examination fees, and cash for girls' hygiene products. Yet, many refugee children do not receive education, mainly because of the hidden cost of education, which also discourages poor Kenyans. A literature review shows that Kenya's adoption of the Refugee Act and the implementation of the 1951 United Nations Convention on the Status of Refugees demonstrate its commitment to safeguarding refugees' rights. Even so, concerning the encampment policy, urban refugees live on the edge of the law in Nairobi. From the Government's point of view, urban refugees technically do not or should not exist, even though their communities are well known. Nevertheless, addressing the specific context of urban refugees need particular interventions to complement the integration of urban refugees in

primary education. There exists a gap in the literature on how the implementation of initiatives influencing the integration of urban refugees in primary education more particularly, the literature review identified that multicultural education is not often offered to teachers in pre-service training to enable them to create an inclusive classroom in their pedagogical approach and to handle children from diverse background. The literature review is in line with OECD (2019), which identified that inadequate teacher training to handle refugee pupils poses considerable challenges in integrating refugee children in primary education. In Kenya, schools are actively integrating pupils without assessing pupils who might need additional support. Initiatives available do not aim to strengthen best practices towards the successful integration of urban refugees across learning and school life. In the interest of all pupils, financial barriers need to be addressed to ensure the integration of refugee children in education. The literature review reported particular challenges where pupils have no proficiency in the language of instruction and are not familiar with the school's cultural aspects, including teaching and learning. Refugee children are not carefully assessed for additional support and special needs. Refugees in

Nairobi lives in a protection gap, their legal status is unclear, and they hardly qualify for protection or assistance. The literature concurs with Dix (2018), who identified that as a result of lawful limitations obliging both potential donors and beneficiaries of help, their needs had not been wholly evaluated or followed upon. Other studies on some aspects of integration were the subject

of the literature review in this study. None of the research described above focused on the initiatives that influence the integration of urban refugees in Nairobi County. As a result, the purpose of this research is to provide information to close this gap. The study, therefore, focused on the following areas of interventions that had been identified. These include Teacher training, language support for refugees, curriculum support for refugees, financial support, and government policies on integrating refugees in primary education.

2.10 Theoretical framework

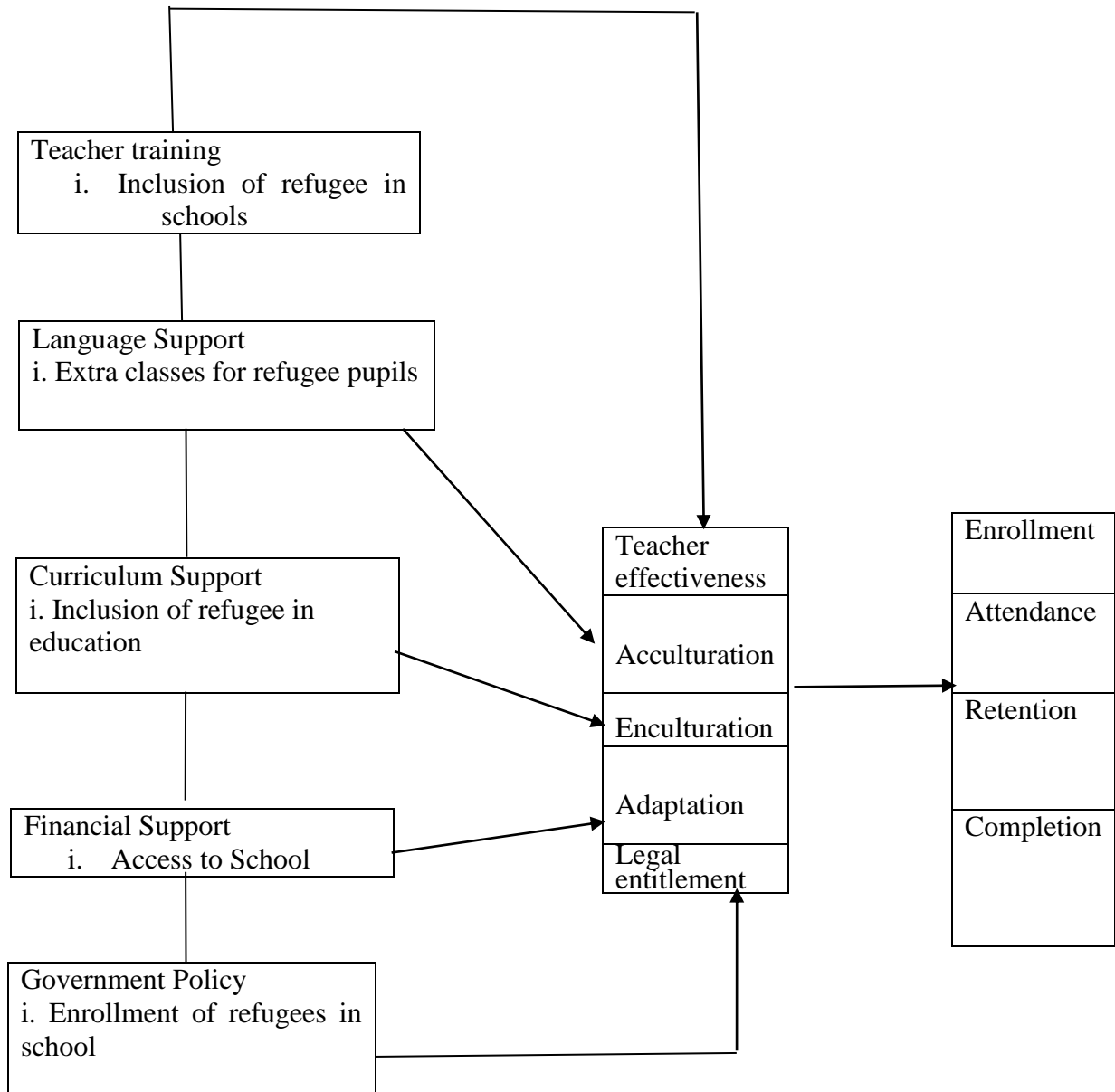
Bronfenbrenner's social-ecological theory (1977) guided the research. At the core of the social-ecological model is a belief that different environmental systems influence human development. The relationship and interaction of people in a distinct environmental system influence the development of a child. Similarly, the connections and interactions of refugee children or learners are influenced by different ecological systems as they attempt to adapt and adjust to the new culture, including a new curriculum, language of instructions, and a new education system of the host country. An education transfer experience among refugee children is a result of interaction between the various stakeholders. Child development is affected by everything that surrounded them, which form Ecological, environmental system which includes; microsystem, microsystems, ecosystem, microsystem, and Chronosystem

Microsystem – This is the most immediate environment in which the child

lives. This includes family, school, peer groups with who the child lives and interacts. Interaction in this environment may affect the belief and behaviour of a child. Ecosystems- This is the relationship between microsystems such as school and home, church and home. It connects the child microsystem; for instance, do the parents get along with the teachers and trust the teacher. Exosystem- This is an environment where the child does not play a direct and active role but can influence their behaviour positively or negatively. For example, in times of war or conflicts, children are displaced and suffer from trauma due to conflicts occurring in Child's community. The results of war or conflict impact the child so heavily when the child is not actively or directly involved. Macrosystem- This is the most extensive environmental system that contains all the people and places that significantly affect the child. This system comprises the customs, laws and cultural beliefs. Values in which the child lives, such as culture and values of religious groups, urban and rural area, the country political climate, for example, a child growing up in a war environment experiences social and cultural losses which impact their perception of life than other children their ages in a peaceful environment. The theory looks at a child's development within the context of the relationship the structure that makes up their environment. Chronosystem- Comprise of the dimension of time with child environment. For example, social-historical conditions and time since life events.

2.1 Conceptual framework

Figure 2.1: Initiatives Influencing and Integration of Urban Refugees in Primary Education



As indicated in figure 2.1 above, the conceptual framework shows that appropriate adaptation of initiatives influencing the integration of urban refugees in primary education. These initiatives include Teacher training, language support for urban refugees, curriculum support for urban refugees, financial support and government policies. Suppose these initiatives influencing the integration of urban refugees are looked into, and remedial measures are taken. In that case, there is likely to enhance the integration of urban refugees in primary education in Nairobi County. This will increase enrollment, attendance, retention and completion of urban refugees in primary education in Nairobi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains methodological strategies which were utilized in the study. These include research design, target population, sample size and sampling procedure, research instruments, reliability of research tools, the validity of tools, data collection instruments, data analysis techniques and ethical consideration.

3.1 Research design

The researcher used a descriptive survey design. A descriptive survey was used based on the fact that the purpose of the study was to explore initiatives influencing the integration of urban refugee pupils in primary education in Nairobi County, Kenya. Descriptive research involves gathering detailed information on circumstances required, current practices and status of the subject Orodho (, 2009). Descriptive study is often utilized when collecting data about individuals' attitudes, feelings, habits or various educational or social issues (USC Library, 2018). The descriptive study design was chosen because it is appropriate for finding academic studies and provides accurate information. It was from these qualities that the study examined the existing initiatives influencing the integration of urban refugee children in primary education in Nairobi County, Kenya

3.2 Target population

The population is a set of individuals, things or artefacts considered to have similar characteristics from which samples are taken for statistical testing (Kombo & Tromp (2006). The target population of interest was refugee children in class 6, 7 and 8 and teachers teaching those classes in each school. According to UNHCR Kenya Office (2013), there were just thirty-two primary schools with a sizeable number of refugee pupils in Nairobi County. Therefore, the target population for the study was a total of 32 primary schools in Nairobi County, 32 school head teachers, 1000 pupils, and 332 teachers. These were in the position to give the data that clarified initiatives influencing the integration of urban refugees in primary education

3.3 Sample size and Sampling Procedure

Sampling is the collection of a subset of individuals, items, or objects from a study's sample population. Therefore, this section involves sampling methodology that was utilized to give the sample sizes for schools' headteachers, teachers and pupils. The study used a combination of probabilities and non-probability sampling approaches. Purposive, simple random, and systematic sampling methods were used in the study. To sample schools, the researcher employed purposive sampling. Based on his judgment, the researcher hand-picked the cases to be included in his sample. Using the class register, systematic sampling was utilized to choose 30 refugee pupils from each school. This technique ensured that all pupils in each class were represented equally. Each class included ten pupils selected by the

researcher (class 6-8). The total number of refugee pupils sampled was 300. Simple random sampling was employed to sample 100 teachers. The researcher utilized folded sheets with yes and no marks, depending on the number of streams at each school to sample 100 teachers. Simple random sampling was the best in selecting subjects to form a representative sample in a population (Orodho 2005). No sampling methods of headteachers as each school had one. Researcher use a limited population correction method to increase the power of statistical tests by using sampling scores: $f = n / N$ where n is the sample size and N is the population size. If $f = 1$, then the census is carried out.

3.4 Research Instruments

3.4.1 Questionnaire for Teachers and Pupils

The self-created survey was utilized in the study. Orodho & Kombo (2003) states that in surveys, respondents fill in answers in written and then the researcher collects the form with completed data. The researcher included three questionnaires (one for headteachers, teachers, and pupils) with open-ended and closed-ended questions. The open-ended questions gave qualitative information. The surveys had two segments; segment one elicited demographic data of the respondents, and section two elicited data on initiatives influencing the integration of urban refugees in primary education.

3.4.2 Interviews schedule

Interviews provide information that a questionnaire or observation would not provide (Mutai 2001), interview schedules are more adaptable, and questions can be rephrased to achieve objectives. The interview scheduled were used to collect data from head teachers on initiatives influencing integration of urban refugees in primary education.

3.4.3 Focus group discussion

Four focus group discussions were used to learn about opinions on designated topics. The choice of participants was based on a blend of nationalities, religions, sexual orientations and ages. The focus groups discussion sought to map the experience of refugees in Nairobi; their journeys to integration in primary education. Focus groups were organized with the support of local partners, and in this way, the blend of nationalities and sexual orientation relied upon their network. Table3.1 shows participants in focus groups.

Table 3.1

Focus Groups	Nationality	F
Focus group 1	Congolese	10
Focus group 2	Somalis	10
Focus group 3	South Sudanese	10

3.5 Instrument Validity

According to Mugenda & Mugenda (2003), " validity depends on the precision and meaning of the inferences from the research results ". It is about determining whether the content of the survey measures what should be measured. Therefore, validity is the extent to which the results obtained from the analysis of the information genuinely represent the phenomenon under investigation. The pilot study helps determine the precision, clarity and suitability of the tool. To improve effectiveness, the supervisor approved the document's content and then adjusted the topics if necessary. The collected data is cross-checked from different sources to ensure its authenticity and accuracy. Based on the recommendations of the supervisors and the results of the pilot study, these tools were reviewed and adjusted.

3.6 Instrument Reliability

Reliability relates to consistency and repeatability in the result or stability in the results. Test and re-test procedure was used to ensure the reliability of the survey tools. This included issuing the same survey questionnaire to a group of respondents and repeating the survey with the same group at an interval of two weeks, and then comparing the responses. Pearson product-moment correlation coefficient (r) was used to obtain comparison in the two tests

$$r = \frac{N\sum xy - (\sum X)(\sum Y)}{\sqrt{[N\sum^2 - (\sum X)^2][n\sum^2 - (\sum Y)^2]}}$$

Where;

X= first set of inquiries

Y=second set of inquiries

$\sum x$ = total reaction to the first set of inquiries

$\sum y$ = total reaction to the second set of inquiries

$\sum x^2$ = total sum square of the first set of inquiries

$\sum y^2$ = total sum square of the second set of inquiries

$\sum xy$ = the sum of the cross product of x and y

N = total number of respondent

Values range from 0 to 0.8. Indicates reliability, while values above 0.80 indicate a homogeneous test. The item reliability index was used to reflect how much the item contributed to the total score variance. Reliability index = $r_{jx} \cdot s_x$, where r_{jx} is the product of discrimination and s_x is standard deviation Mugenda & Mugenda, (2003). A correlation coefficient of 0.74 was obtained for the teacher's questionnaire, 0.78 for pupil's questionnaires. This was considered high enough to judge the reliability of the instrument

3.7 Data Collection Procedure

Key considerations were followed during various steps of gathering information. This included; seeking authorization from the National Commission for Science, Technology and Innovation (NACOSTI) through a letter of approval from the University of Nairobi. The research permit to conduct research has been approved by the Nairobi County Office of Education. Subsequent permission was obtained from the Ministry of Education, Department of early learning and basic education and headteachers of targeted schools. The researcher made appointments with head teachers of targeted primary schools. The researcher visited the schools on the agreed

dates and created rapport with the headteachers and teachers. Before administering the research tool to respondents, the researcher explained the purpose of the research to them. According to Best and Kahn (2006), a person administering the questionnaire tool has the opportunity to establish rapport, explain the purpose of the research, and the meaning of items that may be unclear. The respondents were assured that their identities would be kept strictly confidential. The researcher personally handed over the research tool to the respondents and then collected the questionnaire immediately after they were filled.

3.8 Data analysis techniques

After gathering all information, information cleaning was done to find valuable information, informing conclusions, and improve data quality. After information cleaning, the data was coded and entered into the PC for analysis. Descriptive statistics were used to present and summarize quantitative data in a manageable form using a combination of frequency tables, percentages and statistical commentary. Quantitative data required a computer spreadsheet, and for this reason, Statistical Package for Social Science was used. Calculation of the frequencies of variables was presented in the form of percentages and frequency tables for a meaningful conclusion. This was considered simple in interpretation and suitable for giving a general overview of the problem being studied. Qualitative data were analyzed by content analysis, and content analysis was analyzed by organizing data into topics, patterns, and subtopics. The researchers concluded the content and commentary of the instrumental

data could not be quantified. Analysis of variance (ANOVA) was a statistical technique used to determine whether significant differences exist between the independent variables. The below-mentioned formulae represent Anova statistics.

$$F = \frac{MST}{MSE}$$

Where:

F= Anova coefficient

MST= Mean square of treatment

MSE= Mean square of the error

3.9 Ethical Consideration

Ethical issues may arise when researching within a refugee setting. Refugees' confidentiality was very significant to research work involving refugees. Most of the refugee's preferred not to participate in research due to security reasons. This was due to fear of exposing themselves to authorities since many were in urban areas without proper legal documents. This was mitigated by clarifying from the beginning the purpose of the study and the intention of the survey through informal conversations with the respondent

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Chapter four of this study contains data analysis, presentation of findings and the results of the investigation. The purpose of the study was to investigate initiatives influencing the integration of urban refugee pupils in primary education in Nairobi County. The analysis of data presented covers data on the questionnaires, return rates and is followed by the demographic data on the respondents. The data analysis, interpretation, and discussion were made according to the study's objectives and the research questions.

4.2 Questionnaire Return Rate

The target population of interest was refugee children in class 6, 7 and 8, teachers teaching those classes and head teachers in ten sampled primary schools with a sizeable number of refugee pupils. A total of 410 questionnaires were administered and interviews scheduled for head teachers as per the researchers' sample size. The table below shows the response rates of the respondents.

Table 4.1 Return Rate

Respondents	Sampled respondents	Returned	Percentage (%)
Headteacher	10	7	70
Teachers	100	100	100
Pupils	300	300	100
Total	410	407	99.3

Table 4.1 above indicates that only 7(70%) of head teachers participated in interview scheduled. Questionnaires for teachers and pupils were filled and returned successfully. The response rate, in this case, is excellent, thus implies that the researcher successfully established rapport with the respondents.

4.3 Demographic Data of Respondents

This section presents demographic information's of the respondents by establishing their gender, age brackets, academic qualifications and work experience.

4.3.1 Gender of the Respondents

The researcher sought to establish the gender distribution of the respondents who participated in the study to determine gender balance in schools. Table 4.2 shows how gender was distributed.

Table 4.2: Distribution of Respondents by Gender

Gender	Headteacher		Teachers		Pupils	
	f	%	f	%	f	%
Male	3	42.9	40	40	124	41.3
Female	4	57.1	60	60	176	58.7
Total	7	100	100	100	300	100

The study was conducted in ten sampled primary schools, with 100 teachers, 300 refugee pupils, and 7 head teachers who were able to participate in the study. Out of the 7 head teachers 3 (42.9%) were male and 4 (57.1%) were female. The researcher selected 100 teachers from the sampled schools of

which 40 (40%) were male and 60 (60%) were female. The study further sampled 300 refugee pupils, of which 124 (41.3%) were male and 176 (58.7%) were female. The difference in respondent's ratio implies that urban primary schools attract both genders of teachers and pupils.

4.3.2 Age of Respondents

The researcher sought to investigate the age of the refugee pupils by asking them to tick on their appropriate age bracket in the questionnaire. The response was tabulated as shown in table 4.3

Table 4.3 Age of pupils

Age	F	Percent%
10-14	195	65
15-18	75	25
Over 18	30	10
Total	300	100

In data table 4.3 above the majority (65%) of the refugee pupils were between ages 10-14 years. This shows that they migrated to the host country while still young. The study further revealed that 30% of pupils were over 18 years. This was due to previous schooling interruptions as a result of conflicts in their home countries. The study also revealed that 25% of refugee pupils were between 15-18 years of age. The study indicated that the information refugee pupils provided was reliable since competent reasoning was expected of pupils.

4.3.3 Distribution of Respondents by Academic Qualifications

The researcher established the academic qualifications of the respondents, and the findings are revealed in table 4.6 below.

Table 4.4 Respondents Level of Education

Level of Education	Headteachers		Teachers	
	F	%	f	%
P1 Certificate	0	0.0	9	9
Diploma in Education	2	28.6	60	60
Bachelor of Education	5	71.4	30	30
Master of Education	0	0.0	1	1
Total	7	100	100	100

As shown in data table 4.4 above 71.4% of the headteachers had bachelor's degrees in education while 28.6% had a diploma in education. Out of the 100 who participated in the study 9% had P1 certificate, 60% had diploma in education, 30% had bachelor of education and 1% had masters of education. This implies that the entire respondents met minimum qualifications to become teachers, and some of them had gone further to upgrade their education. Integrations of refugees may not be part of teachers' skills; however, their management skills help them handle and interpret emerging issues in schools.

4.3.4 Distribution of Respondents by their Work Experience

The study sought to determine the respondents work experience as this would help determine the period they had interacted with the refugee pupils and the extent to which their response could be relied upon to make informed conclusions. Data collected were presented in table 4.8 below.

Table 4.5 Respondents Work Experience

Years	Headteachers		Teachers	
	f	%	f	%
Below 1 year	0	0	5	5
1-9	0	0	37	37
10-19	4	57.1	34	34
Over 20	3	42.9	24	24
Total	7	100	100	100

In table 4.4 above 57.1% of head teachers had served for 10-19 years while 42.9% had served for 20 years and above. The study further indicated that majority (37%) of teachers had teaching experience of between 1- 9 years, 34% had teaching experience of 10-19 years while 24% of the teachers had taught for 20 years and above. Only 5% of the teachers had teaching experience below 1year. This shows that teachers had interacted with refugee learners for a long period and they were conversant with the concept of integration of urban refugees and thus able to respond to the questionnaires successfully

Table 4.6 Pupils Class

Class	F	Percent%
Class 6	100	33.3
Class 7	99	33.0
Class 8	101	33.7
Total	300	100

The study findings in table 4.6 above shows that the majority (33.7%) of the refugee pupils were in class 8, 33% were in class 7 while 33.3% were in class 6. This implies that they could read and understand instructions and statements given in the questionnaire and were able to provide their honest opinion.

4.4 Findings on the Influence of Teacher Training on Integration of Urban Refugees in Primary Education

Objective one of the study was to establish how teacher training influences urban refugee children's integration in primary education in Nairobi County. To respond to these objectives, the respondents were given several items in a table regarding teacher training in the integration of refugee learners in primary schools. The respondents were required to provide their honest response by rating their agreement level on a 6 point Likert scales for teachers ranging from strongly agree to disagree strongly. The response was tabulated as shown below.

Table 4.7 Teachers' response on teacher training

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a) Teachers receive multicultural training to deal with context specific needs of refugee pupils	2	2	2	2	4	4	92	92
b) Teachers receive specific psycho social training to enable them specific needs of refugee pupils	7	7	3	3	12	12	78	78
c) Teachers receive in- service training on inclusion of refugee pupils in education programs	2	2	2	2	76	76	20	20
d) Context specific pedagogical training is often offered in equipping teachers with relevant skills and ensure best teaching practices for diverse classroom	2	2	13	13	4	4	81	81
e) Training opportunities offered by NGOs to teachers on instructional approaches to handle refugee children's translate to the certification of teachers and recognized nationally	6	6	14	14	12	12	68	68
f) Curriculum training is often offered to teachers to help refugee pupils to have a smooth curricular transition from their home curriculum to the host country curriculum.	5	5	1	1	73	73	21	21

As shown above, in table 4.7 majority (92%) of respondents strongly disagreed that teachers receive multicultural training in pre-service teacher

training. However, 2% of teachers were provided multicultural pedagogy training through in-service training offered by non-governmental organizations such as the Xavier project. The study findings agree with the literature review, which shows that most teacher preparation programs in Kenya did not provide sufficient training to teachers handling children with refugee backgrounds. The findings further concur with Lean & Dunn (2016), who stated that in teacher training colleges and university, multicultural education is not often offered to enable teachers to utilize relevant, effective, and inclusive pedagogical approaches to handle children with diverse backgrounds and abilities. The majority (78%) of respondents strongly disagreed that teachers receive specific psycho-social training to develop activities for traumatized refugee pupils, 12% disagreed while 7% and 3%, strongly agreed and agreed respectively. The findings support King & Owen (2015), who cited that classroom teachers have inadequate skills in creating a healing classroom or developing psychosocial activities that help children overcome the trauma that they endured. Teachers may not understand the dynamics surrounding previous schooling interruptions of the refugee children. This implied that a critical task for the teacher is to understand the psychosocial needs of a traumatized child and devoted to the psychosocial protection of children affected by conflict to grow and develop normally. This further concurs with Allen et al. (2018) who stated that teachers have a critical role in creating a safe learning environment and reinforcing feelings of sense of belonging at schools, motivating and creating inclusive classroom environments that respond to the diverse needs of all pupils. The study further

indicated that the majority (68%) of the respondents strongly disagreed that training opportunities offered by NGOs to teachers on instructional approaches to handle refugee children's translate to teachers' certification and are recognized nationally compared to 14% who strongly agreed. Moreover, this training offered by NGOs was very significant in integrating refugee children into primary education. Findings of the study further established that 5% strongly agreed that some NGOs, such a UNICEF, UNHCR, and world vision, among others, often offered teachers a series innovative training helping teachers to help refugee pupils to have a smooth curricular transition from their home curriculum to the host country curriculum compared to the majority of respondents who disagreed. This implied that teachers handling refugee learners were inadequately prepared to handle children with refuge backgrounds. Supporting training for teachers and professional development is vital in ensuring the management of refugee children and identifying those vulnerable children who may have additional needs and require additional support. The findings support a UNRWA (2018) report showing that all endeavours to mainstream children with refugee backgrounds rely on well-trained and supported teachers with good pedagogical skills who consider all children's diversity and learning abilities in their pedagogical approaches.

The study demonstrated that there is a correlation between teacher training and integration of refugee children in primary school. Research finds that teachers require a specific set of skills to support refugee pupils and that these are not necessarily easy to acquire through formal training. There is a need for Continuing Professional Development for teachers in schools with both large

and small proportions of refugee pupils to ensure they have the knowledge and skills to provide teaching and support inside and outside the classroom.

4.5 Language Support on the integration of refugee Pupils in primary education

Objective two of the study sought to establish how language supports influence the integration of refugee pupils in education. To respond to these objectives, the respondents were given a number of items in a table regarding language support on the integration of refugee learners in primary schools. The respondents were required to provide their honest responses by rating their agreement level on a Likert scale ranging from strongly agree to disagree strongly. The response was tabulated as shown below.

Table 4.8 Teachers' response on language support for refugee pupils

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a)Refugee pupils are unfamiliar with the language of instruction	8	8	39	39	46	46	7	7
b)Language classes are available to Support academic accomplishment of refugee pupils	31	31	41	41	20	20	8	8
c)Teachers provide necessary support to refugee learners to ensure their proficiency in writing and reading	62	62	33	33	3	3	2	2
d)The government provide fund to develop language for refugee pupil	8	8	5	5	42	42	45	45

e)Refugee learners comprehend instruction in examination	27	27	54	54	14	14	5	5
f)Refugee learners face challenges in communication during and outside lessons	22	22	23	23	34	34	21	21

According to table 4.8 above, 46% of respondents disagreed that refugee children were unfamiliar with the host country language of instruction since most refugees had migrated from refugee camps either in Kakuma or Dadaab, where they had an opportunity to learn the host country language before relocating to Nairobi. The study further established that 39% of respondents agreed that refugee pupils were unfamiliar with the language of instruction compared to 8% who strongly agreed. The study concurs with UNHCR (2019), which states that most refugee children are unfamiliar with the host country's language of instruction, which pose a significant barrier to succeeding in school. Little familiarity in the language of instructions posed many challenges in their academic achievement and difficulties in making new friends. Refugee children easily adjust culturally and linguistically, especially if relevant supports are offered to them. The study indicated that refugee children developed proficiency in speaking, reading, and writing easily after language practice and consistency. The findings further revealed that most respondents agreed that language classes were available to support the academic accomplishment of refugee pupils, while 20% of respondents disagreed. This is in line with the European Commission (2015), which

emphasized that schools bore responsibilities of helping refugee pupils overcome language barriers by giving proper language intervention to refugee children. This implied that refugee children learn the language of instructions through the specialized textbook for teaching and learning the host country language. This was a clear indication that introductory language classes were available to support the integration of urban refugee pupils in primary education. Findings of the study further indicated that most respondents strongly disagreed that the government provides funds to develop language for refugee pupils. According to Dix (2016), refugee children were mainstreamed by default, and it was upon them to learn the language by themselves. The study further established that 54% of respondents agreed that refugee learners comprehend instruction in examination compared to 14% who disagreed. The study concurs with Candappa (2017), who states that language abilities are significant for academic accomplishment and are fundamental if pupils with a refugee background build up a feeling of being part of the school community. This implies that instruction proficiency made it easier for refugee learners to interpret instructions given in examination papers. However, refugee learners who were struggling to learn the language of instructions found it difficult to interpret exam questions or instructions, and this reasons some refugee children register poor performance. The study further revealed that 34% of teachers disagreed that refugee learners faced challenges in communication during and outside lessons compared to 23% and 22% of respondents who agreed and strongly agreed, respectively. This was in line with Bonfiglio

(2015), who identified that learning a language can solve identity issues, permitting displaced children to make new companions and mitigating cultural disconnection. This implied that the host country language is fundamental if pupils with refugee backgrounds feel like being part of the school. Therefore, children with refugee backgrounds require language support to make new friends and expand their knowledge and ability to acquire further information (European Commission, 2015).

It has been observed that Successful integration of urban refugees into primary education is closely dependant on the language support to urban refugee children. Language support means provision of standard and formalized language classes to refugee children by teachers and school management to enable them to develop competence in the language of instructions.

Table 4.9 Refugee pupils’ response on the influence of language support on integration in primary education

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
I have a problem in language of instruction	0	0	4	1.3	0	0	245	81.7	51	17
Language classes are available to Support academic accomplishment of refugee pupils	93	31	89	29.7	16	5.3	42	14	60	20
Refugee pupils are provided with relevant support in the acquisition of host country language and English as an additional language	150	50	110	36.7	10	3.3	15	5	15	5

The data table 4.9 above identified that most refugees were familiar with the language of instructions. Familiarity in the language of instructions was that most refugees had migrated from refugee camps either in Kakuma or Dadaab, where they had an opportunity to learn the host country language before migrating to Nairobi. Moreover, language support provided by teachers enabled refugee children to participate in teaching and learning activities in school (Karanja, 2010). The study also established that the majority (31%) of respondents strongly agreed that language classes were available to support the academic accomplishment of refugee pupils, while 20% of respondents strongly disagreed. Study findings also revealed that 50% of respondents strongly agreed they often get support in acquiring host country language and English as an additional language. Only 5% of respondents disagreed and strongly disagreed that they did not receive any support in acquiring the host country language. The findings concur with Demie (2017), who states that the host country language is essential in academic achievements for refugee children; therefore, they need relevant support in acquiring the host country language and English as an additional language.

4.6 Curriculum support on the integration of refugees pupils in primary education

The third objective of the study sought to establish curriculum support on the integration of urban refugee pupils in primary education. The host country's curriculum could be very different from the curriculum refugee children follow in their home country.

The findings of the study are shown in table 4.18 below

Table 4.10 Teachers response on curriculum support on the integration of urban refugee pupils in education

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
a)Refugee education programmes Utilizes the curriculum of the host country	88	88	12	12	0	0	0	0
b)Controversial and recent conflict related topics are often omitted from the curricula.	79	79	13	13	3	3	5	5
c)Refugee children in schools Adjust easily to a new education system and a new curriculum	1	1	31	31	60	60	8	8
d)Most of the children are unable to adjust to a new curriculum this brings about disappointment and inability to perform in schools.	8	8	36	36	35	35	21	21
e)Host country curriculum addresses disparate language issues for refugees	90	90	10	10	0	0	0	0
f)Teachers help pupils to have a smooth curricular transition from their home to the host nation	100	100	0	0	0	0	0	0
g)With introduction of competency based curriculum most of the additional materials are to be provided by parents	91	91	9	9	0	0	0	0

According to data table 4.19 above, most teachers strongly agreed that refugee education programs utilize host country curriculum. Refugee children were

mainstreamed in schools and follow the host country curriculum. Additional support and effective interventions were fundamental to achieve their full potential in a new system of education. Research results support INEE Guidance Notes (2010), which states that in emergencies, teaching and learning will never take place in a vacuum, and there are reasons to make specific decisions about the curriculum, including monitoring of the host country curriculum and Enriching courses in priority areas, such as life skills or peace education. The study further found that 79% of respondents strongly agreed that controversial and recent conflict-related topics were often omitted from the course. This was to avoid the emotive issue for host governments and refugees, which can instigate sensitivities around identity. The finding concurs with King (2011), who identified that curriculum topic that is controversial, and recent conflict-related topics should often be omitted from curricula as it can contribute to the strained relationship between the refugee community and host community. The study indicates that 60% of teachers strongly disagreed that refugee pupils adjust easily to host country curriculum as compared to 36% who agreed. The findings support UNHCR (2015), which notes that one of the greatest barriers experienced by refugee children in schools is adjusting to a new education system and a new curriculum. Host country curriculum could be very different from the one refugee children follow in their home country. Refugee children often adapt to the new curriculum following positive interventions from teachers who maintain learners' wellbeing and learning as they transit to the host country curriculum. Study findings further

revealed that 90% of the teachers strongly agreed that the host country curriculum addressed desperate language issues for refugee pupils to 10% who agreed. English and Kiswahili were the language subjects taught and examined as compulsory subjects in primary schools. This implied that the two language subjects were the pragmatic medium of instruction, and they were essential in the academic accomplishment of urban refugee learners. Therefore, refugee learners required support from the teachers to cope up with the new curriculum. The study also established that all the respondents strongly agreed that teachers often help pupils have a smooth transition from home country curriculum to host country curriculum. The study concurs with UNESCO (2019) report, which notes that in a circumstance where refugee children strain to adjust to new curricula, schools have a primary task to carry out in helping pupils have smooth curricular progress from their home to the host nation. Refugee learners' transition to the new education system was complicated by social, psychological, and emotional challenges that negatively impacted their learning. Teachers within the urban refugee context often help refugee learners to make a positive adjustment to their new environment. The study further established that 91% of teachers strongly agreed that with introducing the competence-based curriculum, most of the additional materials were provided by parents. In comparison, 9% of respondents agreed that additional to usual materials such as textbooks, parents were required to add crayons, molding clay, artists brushes, and many refugee parents and guardians find expensive.

The study observed that there is correlation between curriculum support and integration of refugee pupils in primary education. Refugee children require extra help from teachers with the goal that they comprehend and contrast between what they used to study and what they will be considering to study. In a circumstance where refugee children strain to adjust to new curricula, schools have a primary task to carry out in helping pupils to have smooth curricular progress from their home to the host nation.

Table 4.11 Refugee pupils’ response on curriculum support on the integration of refugee children in primary education

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Teacher’s help pupils to have a smooth curricular transition from their home to the host nation	98	32.7	190	63.3	12	4	0	0	0	0
Host country curriculum It could be very different from the one you used to follow in your home country	121	39.5	168	55.4	10	3.3	0	0	1	0.3
Most children are unable to adjust a new curriculum which about disappointment and inability to perform in school	37	12.2	71	23.4	134	44.2	52	17.2	6	2

Data in table 4.20 above indicated that 63.3% of the pupils agreed that teachers often helped them have a smooth curricular transition from their

home to the host curriculum, 32.7% strongly agreed. In comparison, 4% of the respondents neither agreed nor disagreed. The findings agree with Dryden-Patterson (2016), who stated that to guarantee integration of refugee children in education, they may require additional support and compulsory introductory classes where the language of instruction can be made familiar to refugee learners to minimize the impact of interruption of schooling. The study further established that the majority of the refugee pupils agreed that the curriculum in Kenya was not similar to their home country curriculum compared to 39.5% of respondents who strongly agreed. The study support report by UNHCR (2015) noted that one of the greatest barriers experienced by refugee children in schools is adjusting to a new education system and a new curriculum. Host country curriculum could be very different from the one refugee children follow in their home country. The study findings further revealed that 44.2% of respondents were undecided whether they could or could not adjust to a new curriculum in the host country. The study further established that 12.2% of respondents strongly agreed that they could not adjust to the host country curriculum compared to 23.4% of respondents who agreed. The findings concur with the OECD (2019) report, which identified that numerous learning environments have been failing to accommodate and address the curriculum-related needs of refugee children. This brought about disappointment and inability to perform in school. This implied that difficulties in adjusting to host country curriculum and levels of academic achievements of urban refugee

children were associated with an inability to understand the language of instruction. Despite this challenge, teachers often prescribed remedial measures to enable refugee children to adjust to the host country curriculum.

4.7 Influence of Financial support for refugee pupils on their integration into School

The fourth objective of the study sought to determine how financial support influences the integration of urban refugee pupils in primary education. To respond to these objectives, the respondents were given a number of items in a table regarding financial support in the integration of refugee learners in schools. The respondents were required to provide their honest responses by rating their agreement level on a Likert scale ranging from strongly agree to disagree strongly. The responses obtained were elicited in table 4.21 below

Table 4.12 Teachers’ response on financial support for urban refugee pupils

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Refugee parents are able to provide school uniform for their children	49	49	30	30	16	16	5	5
The government provide school textbooks to refugee children	75	75	20	20	0	0	5	5
The school charges extra levies but most refugee parents can not afford it	12	12	5	5	62	62	21	21
The government cover all the education cost for urban refugees	19	19	25	25	31	31	25	25

The government cover parent teacher association costs exacted by the schools	4	4	21	21	40	40	35	14
Non-governmental organizations such as UNHCR provide financial interventions to incentivize primary school enrollment of urban refugee children	11	11	48	48	27	27	14	14

Table 4.12 above established that 49% of respondents strongly agreed that refugee parents could provide uniforms for their children, 30% agreed, 16% of respondents disagreed, while 5% strongly disagreed. The findings disagreed with Dix (2016), who stated that most urban refugee parents find it challenging to provide school uniforms to their children due to financial constraints. This implied that the majority of urban refugees could afford school uniforms. Moreover, significant numbers of refugee children who belonged to poor, deprived families and studied in government schools could not afford school uniforms. The teachers emphasized the importance of school uniforms in fostering a sense of community within the school. The lack of school uniforms was one of the primary reasons refugee children were dropping out of school. The study further revealed that the majority of the respondents strongly agreed that refugee parents were not required to provide textbooks for their children since the government of Kenya, with a global partner for Education (GPE) distributed textbooks in the public primary. This concurs with MOEST (2013), which noted that development partners and the government of Kenya are meeting the cost associated with basic teaching and learning materials and co-curricular activities of all learners within the

territory of Kenya. The study's findings show that the majority of teachers disagreed that extra payment may be required from the pupils to fill financial gaps in school despite the move by the government to abolish additional levies in schools to improve access and integration in education and boost retention in schools. The researcher further established that 19% of respondents strongly agreed that the government covers all the education cost for urban refugees compared to 25%. According to Pavanello (2015), the finding is that in endeavors to achieve EFA goals, the government of Kenya abolished fees and all levies for tuition in primary education. The study further established that 31% of the respondents disagreed, while 25% disagreed that the government covers all the education cost for urban refugees. The findings concur with Dix (2016), who indicated that as much education in Kenya is Free, the hidden cost associated with education such as school uniforms, transport, and supplies made it difficult for urban refugees to cope with the cost of education. Considering the Covid 19 pandemic, most refugee parents could not prioritize education due to inadequate support programs for refugees to address their financial needs. The Free Primary Education (FPE) policy stipulates that every child is entitled to free enrollment and primary education. This means that public primary schools should not charge any fees for enrollment or attendance. Study findings revealed that the majority of the respondents disagreed that the Government covers parent-teacher association costs exacted by the schools. The results agree with Pavanello et al. (2018), who cited that extra payments may be required from the pupils to fill financial gaps in school. This implied that non-formal school-related costs, for example, parent-teacher

association (PTA) expenses, were still exacted by schools. The majority of respondents agreed that Non-governmental organizations such as UNHCR provide financial interventions to incentivize primary school enrollment of urban refugee children compared to 11% who strongly agreed. The finding support report by UNHCR (2016) identified that financial support addresses some of the barriers to integration of urban refugees in primary education by covering costs such as school fees, school supplies, exam fees, and cash for sanitary items for girls. This implied that anyone could donate to the school to support urban refugee pupils either in kind or cash.

Regarding 1951 conventions relating to the status of refugees, countries should respect the rights of refugees, and parties to conventions should engage adult refugees in wage-earning employment. Access to economic activities and financial interventions can enable refugee parents to send their children to schools. Therefore, this study established that if refugee parents were given enough support, they could sustain their children in schools.

The study demonstrated that there is a correlation between financial support and integration of refugee children in primary school. Although primary education is officially free in Kenya, financial support addresses some of the barriers to integrating urban refugees in basic education by covering costs such as cash for sanitary items for girls', supplies, fees, and exam fees can make school inaccessible for refugee students

4.8 Government policies on integration of refugees in primary Education

The fifth objective of the study sought to determine the influence of government policy on the integration of urban refugees in primary education in Nairobi County. The respondents were kindly asked to rate the series of items in their honest opinion on the scale provided, indicating how they influence integration. The choices given were: Strongly Agree, Agree, Disagree and Strongly Disagree. Respondents were to select the items by putting a tick (✓) or as required. The data collected were presented in the table as shown below.

Table 4.13: Teachers response on the influence of government policy on the integration of urban refugees in education

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
The policy guidelines on Inclusion are not clear on admission of refugees' children on education	52	52	41	41	3	3	4	4
Registration certificate is a requirement for refugee children enrollment	19	19	62	62	17	17	2	2
The government policy on school admissions do not hinder refugee pupils' accessibility to education	33	33	24	24	32	32	11	11
Education policies do not adequately cover the refugees children	16	16	56	56	17	17	11	11

Examination registration policy affects accessibility to primary education amongst refugee pupil	5	5	53	53	25	25	17	17
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Data table 4.28 above indicated that 52% of teachers strongly agreed that policy guidelines on the admission of refugee children in education were not clear, while 41% agreed. The findings agree with Karanja (2010), who noted that from the perspective of the Government, urban refugees technically do not—or should not—exist since the government’s encampment policy requires refugees to stay in remote camps. In Kenya, refugee children enrolling in primary schools may be asked to provide birth certificates, UNHCR refugee permits, or certificates from previous schools for those seeking to enter higher grades. The majority of respondents agreed that the UNHCR registration certificate was required for refugee children's enrollment in primary schools. Registration and documentation facilitated urban refugee children's access to the right to education and other additional assistance. The study further revealed that 33% of the respondents strongly agreed that the government policy on school admissions does not hinder refugee pupils ‘accessibility to education compared to 24% who agreed. The findings support UNHCR (2012), which states that every country's legislative framework must conform to the universal declaration of human rights and other conventions that guarantee and ensure that refugee children enjoy the same right to education as non-refugee children. The study further revealed that 32% of respondents disagreed, while 11% strongly disagreed that the government policy on school

admissions did not hinder refugee pupils' accessibility to education. This concurs with Dix (2016), who noted that urban refugees have never been systematically registered due to the encampment policy since they are mainly ineligible for assistance outside the camp and theoretically do not exist. Access to quality education is a human right and not a privilege. This implied that education for urban refugees is legally guaranteed without any discrimination. The majority of respondents agreed that examination registration policy affects the integration of urban refugees in education. The Kenya Certificate of Primary Education (KCPE) was primarily designed for learners who were accepted as candidates by schools that were recognized by the ministry of education. Copy of birth certificate and examination ministry of education. Copy of birth certificate and examination fees were compulsory requirements to be registered for the national examination, which posed challenges to most urban refugees' children.

The study observed that there is a relationship between Integration of refugee pupils in primary education and adherence to government policy on the admission of urban refugees in primary education. A number of different education policies have been adhered aiming at reduce the disadvantage between children from different socio-economic backgrounds, including refugee children, increasing their success and supporting their integration in primary schools

Table 4.14 Refugee pupil’s response on the influence of government policy on the integration of urban refugees in education

Statement	Yes	%	No	%
Were you admitted in school with the necessary documentation?	211	70.3	89	29
During the admission to the school, were you asked for any admission fees?	141	47	159	53

The findings in table 4.25 above show that Kenya's government has committed to implementing the admission of refugee children in primary education in Kenya, which expanded the range of acceptable forms of documentation to help refugee learner’s access schools. The finding concurs with Mendenhall et al. (2020), who noted that by the Comprehensive Refugee Response Framework (CRRF) and building on the Djibouti framework, the Government of Kenya has committed to implementing the admission of refugee children in primary education in Kenya, which expanded the range of acceptable forms of documentation to help refugee learners’ access schools. The study further revealed that some schools were charging admission fees despite government policy on free primary education (FPE). Admission fees charged by schools may discourage some refugee parents from enrolling their children in schools. The findings agree with Pavanello et al. (2018), who cited that extra payments may be required from the pupils to fill financial gaps in

school. This implied that non-formal school-related costs, for example, admission fees and parent-teacher association (PTA) expenses, were still exacted by some schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study's main findings, conclusions drawn from the study's results, and recommendations for informing policy action and contributing to the knowledge in the field of education in emergencies.

5.2 Summary of the Study

The study sought to establish initiatives influencing integrations of urban refugee children in primary education in Nairobi County, Kenya. This was done by examining various variables that may influence the integration of refugee children in primary school. These variables include teacher training to support children with a refugee background, language support for refugee children, curriculum support for refugee children, financial support for refugee children, and the government policy on admission of refugee learners in primary education. The literature review was done based on these variables. Bronfenbrenner's social-ecological theory guided the study. A sample of 10 head teachers, 100 teachers and 300 pupils with a refugee background were used to conduct the study. The researcher used a descriptive survey design, purposive sampling to sample schools, simple random sampling for teachers and systematic sampling to sample refugee pupils. The Likert questionnaire was the main instrument used to collect data and interview schedules for headteachers. Data collected was analyzed using descriptive statistics

5.3 Summary of the findings of the Study

The first objective sought to establish the influence of teacher training on integration of refugee children in primary education in Nairobi County. From the results of the study there is evidence that majority (92%) of respondents in the sampled school were not sufficiently prepared to address and deal with the context-specific needs of the refugee pupils. Further the study established that majority of teachers neither received multicultural training to handle children with a refugee background nor specific psycho-social training to develop activities for traumatized children. This implies that classroom teachers have inadequate skills to create a healing classroom or develop psychosocial activities that help children overcome the trauma they endure. The study further revealed that some NGOs provide training opportunities for teachers in some schools on instructional approaches to handle refugee children, but this does not translate to the certification of teachers nor recognized nationally.

The second objective sought to establish the influence of language support on the integration of urban refugee children in primary education. The study found that 46% of refugee children were familiar with the language of instruction in Nairobi, Kenya since most refugees had migrated from refugee camps either in Kakuma or Dadaab where they had an opportunity to learn to Kiswahili and English language before migrating to Nairobi. The study further established that 39% of Refugee pupils were unfamiliar with the language of instruction compared. This implied that the language barrier hinders the learning opportunities of some of the refugee learners. The majority (54%) of

refugee learners comprehend instruction in the examination compared. This implies that proficiency in the language of instructions made it easier for refugee learners to interpret instructions given in examination papers. With the right support, most refugee children easily gain capability in the language of instruction, thus prevail and succeed in school. The utilization of Kiswahili and English as an additional language has enabled refugee children to expand their writing, reading, and vocabulary capabilities. This permits them to expand their knowledge and their ability to acquire new information.

The third objective sought to establish how curriculum support influences the integration of urban refugees in primary education in Nairobi County. The study found that most respondents strongly agreed that the host country curriculum was very different from the one refugee children used to follow in their home country. Refugee children often have difficulties adjusting to a new education system and a new curriculum. The study established that refugee children were regularly mainstreamed in schools, and it depends upon them to adjust. Teachers often help refugee pupils to have a smooth curricular transition from their home to the curriculum utilized in Kenya. Refugee children often receive extra help from teachers to comprehend and contrast between what they used to study and what they were considering studying.

The fourth objective sought to establish how financial support influences urban refugee children's integration in primary education in Nairobi county. The study indicated that 57.1% of the respondents agreed that some refugee parents could provide school uniforms for their children. The study further

revealed that financial support addresses some of the barriers to integrating urban refugees in primary education by covering costs such as school fees, school supplies, exam fees, and cash for sanitary items for girls. The study further established that 85% of the respondents agreed that with the introduction of free primary education, the government of Kenya provided the enrollment of refugee children into public primary schools, and most of them were benefiting from it. However, most of the head teachers cited that some refugee children lacked a birth certificate during admission making it difficult for them to be captured in National Educational Management Information Systems (NEMIS) to enable the government to allocate funds.

The fifth objective sought to establish how government policy on the admission of refugee learners influences integration in primary education. The study found that chapter 43, 57 of the constitution of Kenya has an explicit instruction for free and compulsory primary education in Kenya. Over 87% of the respondents agreed that the Government of Kenya has committed to implementing the admission of refugee children in basic education in Kenya according to the Comprehensive Refugee Response Framework (CRRF) and Djibouti framework, which expanded the range of acceptable forms of documentation to help refugee learners' access schools.

5.4 Conclusion of the Study

Teachers in urban refugee settings are not sufficiently prepared to address and deal with the context-specific needs of their pupils. Classroom teachers have inadequate skills in creating a healing classroom or developing psycho-social

activities that help children overcome the trauma they endure. All endeavours to mainstream children with refugee backgrounds rely on well-trained and supported teachers with good pedagogical skills who consider all children's diversity and learning abilities in their pedagogical approaches.

The findings also showed that significant number of refugee pupils are unfamiliar with the language of instruction therefore, to guarantee Integration of refugee children in education, may require compulsory introductory classes where the language of instruction can be made familiar to refugee learners to minimize the impact of interruption of schooling. .

The study established that the curriculum used in Kenya is different from what refugees used to follow in their home country. Refugees proved to know the importance of education; therefore, they require extra help from education stakeholders, including government, non-governmental organizations, and teachers, to help them to have a smooth curricular transition from their home to the host country curricular.

Findings of the study revealed that financial constraints caused by poverty are also seen as obstacles to refugee education due to the cost of transportation, books, uniforms, desks, and tuition. Financial support addresses some of the barriers to integrating urban refugees in basic education by covering costs such as cash for sanitary items for girls' schools, supplies fees, and exam fees. Resources such as books and pens should be distributed to urban refugee learners to alleviate the financial burden of education. All the children within the territory of a state are entitled to the right to education and humanitarian

assistance when seeking refugee status. Thus, whatever benefits a State provides to its child citizens must be enjoyed by all children within its territory. The government provides free primary education to refugee children. Still, refugee parents and guardians must shoulder the burden of providing school-related materials, including exercise books, uniforms, and desks for one's child. Free primary education is helping children who would otherwise be out of school.

Lastly it was clear from the findings that the government policy on school admission do not hinder refugee pupils' accessibility to education. The Government of Kenya has committed to implementing the admission of refugee children in primary education in Kenya, which expanded the range of acceptable forms of documentation to help refugee learners' access schools. This implied that this was the government initiatives and interventions to enhance access to education by children with refugee backgrounds. The findings further revealed that schools fully implement the Free Primary Education (FPE) policy of 2003. Its implementation has substantially increased enrolment rates of refugee children in primary schools in Kenya. Inclusive Education Policy/Inclusion policy recognizes diversity and involves identifying and reducing learning and participation barriers that any children may encounter, regardless of age, ability, gender, race, language or disability, and social origin. Schools also adhered to the 2012 Basic Education Act which includes provisions for the abolition of gender discrimination, non-

discrimination, encouragement, and protection of the marginalized, disabled, and special needs individuals.

5.5 Recommendations of the study

In light of the findings above, the study recommends the following to be adopted to enhance the integration of urban refugee children in primary education.

a) The government, through the Ministry of Education, Teachers' Service Commission, in collaboration with development partners, should provide teachers with relevant training to handle children with refugee backgrounds.

These include:

- i. Multicultural training to deal with context-specific of refugee pupils
- ii. Psycho-social training to enable them to handle traumatized refugee pupils

b) The government should establish language classes to support the academic accomplishment of refugee pupils, or the government should deploy teachers who understand languages of refugee origin to schools with a large number of refugees to enhance learning.

c) There is a great need for policymakers and other stakeholders to formulate favorable policies to enable the easy integration of refugee children in primary education.

Areas for further research

The paragraph below presents the area for further research in the future.

- i) Similar research should be conducted in other urban areas inhabited by refugees in Kenya
- ii) Government policies are among major factors that need further research in accomplishing the integration of urban refugees.
- iii) Further research should be conducted to investigate the impact of the integration of urban refugees in primary education

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

THE UNIVERSITY OF NAIROBI,
DEPARTMENT OF EDUCATION ADMINISTRATION AND PLANNING,
P.O Box 92, KIKUYU

Dear Sir/Madam

RE: INITIATIVES INFLUENCING INTEGRATION OF URBAN

REFUGEE PUPILS IN PRIMARY EDUCATION IN NAIROBI COUNTY, KENYA

I am a registered master of education student, Reg No. E55/6900/2017 at the University of Nairobi in the department of Educational Administration and planning. I am conducting a study on the above title. I hereby seek permission to carry out the study in your school. This will be done by responding to an attached questionnaire designed to collect data on the proposed topic of my research. You are guaranteed that all data given on the survey will be dealt with secretly and for the reason of study only. Thank you for your time

Yours sincerely,

Kennedy Bosire Monari

E55/6900/2017

**APPENDIX III
QUESTIONNAIRE FOR TEACHERS**

Instructions

The questionnaire below is used to collect data for purely academic purposes on initiatives influencing the integration of urban refugee pupils in primary education in Nairobi County. Kindly do not indicate your name or the name of your school in the questionnaire.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male Female
2. What is your age? Below 30 years 30-339 years 40-49 years 50 years and above
3. What are your academic qualifications? Diploma in Education Bachelor's Degree in Education Mater of Education [] Other (specify).....
4. How many years have you been a teacher? Less than a year 1-9years 10-19years 20 years and above

SECTION B: Teacher Training

The statements below explain the teacher training initiatives that could influence the integration of urban refugee students in your school. Please rate them in your own opinion on the scale provided, indicating how they influence integration. The choices given are: strongly agree (SA), Agree (A), disagree (D) and strongly disagree (SD). Select the items by putting a tick (✓) or as

required. Note that there are no correct or wrong answers.

Statement	SA	A	D	SD
Teachers receive multicultural training to deal with context-specific needs of refugee pupils				
Teachers receive specific psycho-social training to enable them to develop activities for traumatized refugee pupils				
Context-specific pedagogical training is often offered in equipping teachers with relevant skills and ensure best teaching practices for diverse classroom				
Teachers receive in-service training on the inclusion of refugee pupils in education programs				
Training opportunities offered NGOs to teachers on instructional approaches to handle refugee children's translate to the certification of teachers and recognized nationally				
Curriculum training is often offered to teachers to help refugee pupils to have a smooth curricular transition from their home curriculum to the host country curriculum				

SECTION C: Language Support for refugee Pupils

The statements below explain the language support initiatives that could influence integration of urban refugee students in your school. Please rate

them in your own opinion on the scale provided, indicating how they influence integration. The choices given are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Select the items by putting a tick (✓) or as required. Note that there are no correct or wrong answers.

Statement	SA	A	D	SD
Refugee pupils are familiar with the language of instruction				
Language Classes are available to support academic accomplishment of refugee pupils				
Teachers provide necessary support to refugee learners to ensure their proficiency in writing and reading				
The government provide fund to develop language for refugee pupils				
Refugee learners comprehend instruction in examination				
Refugee learners face challenges in communication during and outside lessons				

SECTION D: Curriculum Support for refugee Pupils

The statements below explain the curriculum support initiatives that could influence the integration of urban refugee students in your school. Please rate them in your own opinion, indicating how they influence integration. The choices given are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Select the items by putting a tick (✓)

Statement	SA	A	D	SD
Refugee education programmes utilize the curriculum of the host country				
Controversial and recent conflict-related topics are often omitted from the curricula				
Most of the children cannot adjust to a new curriculum, which brings about disappointment and inability to perform in schools.				

The statements below explain the teacher training initiatives that could influence the integration of urban refugee students in your school. Please rate them in your own opinion on the scale provided, indicating how they influence integration. The choices given are: strongly agree (SA), Agree (A), disagree (D) and strongly disagree (SD). Select the items by putting a tick (✓)

Host country curriculum addresses disparate language issues for refugees				
Teachers help pupils to have a smooth curricular transition from their home to the host nation				
With the introduction of a competency-based curriculum, most of the additional materials are to be provided by parents				
Students are regularly mainstreamed in schools, and it's dependent upon them to adjust				

SECTION E: Financial Support for refugee Pupils

The statements below explain the financial support initiatives that could influence the integration of urban refugee students in your school. Please rate them in your own opinion indicating how they influence integration. The choices given are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Select the items by putting a tick (✓)

Statement	SA	A	D	SD
Refugee parents can provide school uniforms for their children				
The government provide school textbooks for refugee children				
The school charges extra levies, but most refugee parents can not afford it				
Government cover all the educational cost for refugee learners				
The government cover parent-teachers association costs exacted by the schools				
Non-governmental organizations such as UNHCR provide financial interventions to incentivize primary school enrollment and retentions of urban refugee learners				

SECTION D: Government Policy on the admission of refugee Pupils

The statements below explain how the government policy on the admission of refugees could influence the integration of urban refugee learners’ primary schools. Please rate them in your own opinion indicating how they influence integration. The choices given are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Select the items by putting a tick (✓)

Statement	SA	A	D	SD
The policy guidelines on education are not clear on the refugee's learners				
Registration certificate is a requirement for refugee children enrollment				
The government policy on school admission do not hinder refugee pupils’ accessibility to education				
Education policies do not adequately cover the refugee's children				
Examination registration policy affects accessibility to primary education amongst refugee pupil				

APPENDIX III

QUESTIONNAIRE FOR REFUGEE PUPILS

The questionnaire below is used to collect data for purely academic purposes on initiatives influencing the integration of urban refugee pupils in primary Nairobi County. The choices given are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Select the items by putting a tick (✓) or as required. Note that there are no correct or wrong answers

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male { } Female { }
2. How old are you? 10-15 years { } 16-18 years { } Over 18 years { }
3. In what class are you? Class 6 I { } class 7 { } class 8 { }
4. How many years have you been in this school? Less than one year { } One year to three years { } Over three years { }

SECTION B: Language Support for refugee Pupils

I had language problems during the transition from home curriculum to host country curriculum

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { } e) Strongly Disagree { } Language Classes are available to support academic accomplishment of refugee pupils

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { } e) Strongly Disagree { }

Refugee pupils are provided with relevant support in the acquisition of the host country language and English as an additional language

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { }
e) Strongly Disagree { }

SECTION C: Curriculum Support for refugee Pupils

Teachers help pupils to have a smooth curricular progress from their home to the host nation?

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { }
e) Strongly Disagree { }

Most of the children cannot adjust to a new curriculum which brings about disappointment and inability to perform in schools.

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { }
e) Strongly Disagree { }

Host country curriculum could be very different from the one refugee children follow in their home country.

Strongly Agree { } b) Agree { } c) Undecided { } d) Disagree { }
e) Strongly Disagree { }

SECTION D: Policy on Admission

Were you admitted to school with the necessary documentation? Yes { } No { }

During the admission to the school, were you asked for any admission fees?
Yes { } No { }

Ref No: 506225

Date of Issue: 11/February/2021

RESEARCH LICENSE



This is to Certify that Mr. Kennedy Bosire Monari of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: **Initiatives Influencing Integration of Urban Refugee Pupils in Primary Education in Nairobi, Kenya for the period ending : 11/February/2022.**

License No: NAOOSTU/P/21/8942

506225

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code





Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

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REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

DATE: 23rd February, 2021

Mr. Kennedy Bosire Monari
University of Nairobi
NAIROBI.

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Initiatives Influencing Integration of Urban Refugee Pupils in Primary Education in Nairobi Kenya."*

This office has no objection and authority is hereby granted for a period, ending 11th February, 2022 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the County you intend to visit.

HESBON NYAGAKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.



Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.

