

**FACTORS INFLUENCING INTEGRATION OF URBAN REFUGEE
STUDENTS INTO PUBLIC SECONDARY SCHOOLS IN NAIROBI
COUNTY, KENYA**

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DECLARATION

This research report is my original work and has not been presented for award of a degree in any other university

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DEDICATION

This research work is dedicated with a lot of love, respect and appreciation to my wife Susan Matheka and our children Joseph Muithya and Oliver Kyalo.

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ABSTRACT

Education is globally recognized as a human right and many countries have realized this. The purpose of the study was to investigate the factors that influence the integration of urban refugee students into public secondary schools in Nairobi County. The objectives of the study were to determine the influence of factors such as legal status, identity documents, discrimination, and police officers' attitude on integration of urban refugee students into public secondary schools in Nairobi County. The study employed descriptive survey design. The target population for this study was five school principals, 200 teachers and the refugee students in the five schools only. The researcher used purposive sampling. The instruments of data collection for this study were interview schedules for school principals, questionnaires for teachers and also for students. Data was analyzed using both descriptive and inferential statistics. Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts and percentages to make meaningful conclusions. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and data analysis of instruments that could not be quantified. The findings from this study will be useful in providing schools, District Education Officers (DEO's), County Directors of Education, the Ministry of Education, the Government of Kenya and National and International Non Governmental Organizations with essential information on the factors that influence integration of urban refugee students into public secondary schools. Refugee students also have a right to access education in urban schools. Based on this argument and the study findings, it can therefore be recommended that all refugee students be given equal chance to access education by the government through the school authorities. Discrimination among students should be abolished through sensitization programmes e.g. through school forums to enlighten students on the importance of having refugee students also access education and more so the reasons that led to their current situation. The government should also abolish some unnecessary procedures for refugee students to access urban education e.g. they should relax on such requirements such as parents producing national identity card on registration of their children, students required to produce their birth certificates and other evils such as police harassment and suspicion. Above all refugee students should also be encouraged to participate fully in school programmes through financial aid from the donors to meet their expenses, including their school fees and through sensitization programmes to perform academically.

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ABBREVIATIONS AND ACRONYMS

AC	Alien Card
AL	Appointment Letters
ARP	African Refugee Programme
ASC	Asylum Seeker Certificate
COT	Cost of Transport
DANIDA	Danish International Development Agency
DRA	Department for Refugee Affairs
EAC	East African Community
EFA	Education For All
GoK	Government of Kenya
HPG	Humanitarian Policy Group
IDMC	Internal Displacement Monitoring Centre
ID	Identity Card
IDPs	Internally Displaced Persons
IRC	International Rescue Committee
JRS	Jesuit Refugee Services
MIRP	Ministry of State for Immigration and Registration of Persons
NCST	National Council for Science and Technology
NGO	Non-Governmental Organisation
RCK	Refugee Consortium of Kenya
RIP	Refugee Identity Pass
RSD	Refugee Status Determination
SPSS	Statistical Package for Social Sciences
UNHCR	United Nations High Commissioner for Refugees
WTK	Windle Trust Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is globally recognized as a human right and many countries have realized this. The right to education, even under conditions of emergency is enshrined in a number of declarations and conventions. The Universal Declaration of Human Rights, 1948 outlines the right to free, compulsory elementary education that works to strengthen respect for human rights and promotes peace. The rights of refugee children are protected in the 1951 Convention Relating to the Status of Refugees, which guarantees the right to elementary education. The standpoint of this convention is that refugee children should be accorded the same opportunities as nationals from the host country. Other conventions supporting the right to education include: the Convention on the Rights of the child, 1989, The Jomtien World Conference on Education for ALL (EFA), 1990, and the Dakar World Education Forum, 2000.

In the last few decades, the world has witnessed a surge in the number of refugees and displaced persons. This increase has been as a result of factors such as political instability, increasing human conflicts and climatic change related disasters. According to the UNHCR (2011), worldwide 42.5 million people ended

2011 either as refugees, internally displaced or in the process of seeking asylum.

The leading countries of origin for refugees in 2010 were:

Palestinian 4.8 million, Afghanistan 3 million, Iraq 500,000- 1.7 million, Somalia 860,000, DR Congo 476,000, Burundi 415,700 (UNHCR, 2011).

In the past, refugees have been sheltered in tented camps, usually in desolate and remote areas. However, the world has witnessed increased urbanization of refugees triggered by conflict and natural disasters. Today, almost half of the world's 42.5 million refugees are thought to be residing in cities and towns, with only one-third in camps (UNHCR, 2011). Refugees settle in urban centres to avoid dependence on rations, boredom, hopelessness, hardships and restrictions that prevail in camps. They use their skills and pursue opportunities provided by greater economic resources, such as education for their children (Campbell, 2006).

Regional conflicts in Africa, coupled with sporadic natural disasters, have led to massive dislocation of Africans. UNHCR (2011) report details for the first time the extent of forced displacement leading to a major humanitarian crises that began in late 2010 in Cote d'Ivoire, and was quickly followed by others in Libya, Somalia, Sudan and elsewhere. In all 4.3 million people were newly displaced with a full 800,000 of these fleeing their countries and becoming refugees. According to the UNHCR (2012), Africa hosts 20% of the world's refugees, with

about 2 million in the eastern Horn of Africa and especially in Kenya. This huge population of refugees has political, social and economic challenges to hostcountries and the international emergency assistance agencies.

Kenya has witnessed a large-scale influx of refugees, mostly triggered by the protracted humanitarian crisis in neighbouring countries. In 1998 Kenya hosted around 12,000 refugees, most of them Ugandans living in Nairobi Campbell, 2006). Following the collapse of the Somali government in the early 1990's many Somali refugees entered Kenya. As early as 2011 there were some 980,000 Somali refugees registered in neighbouring countries, with Kenya hosting some 511000-more than half (UNHCR, East and Horn of Africa). This fresh displacement crisis was a consequence of the transformation of the Somali civil war in the context of global war on terror, combined with environmental problems.

There are several factors that have combined to push refugees towards Kenya's cities and towns, including Nairobi, Mombasa, Kisumu, Kisii and Nakuru. The refugees migrate to escape the harsh camp conditions (heat, scarce rations, recurrent sickness among children, insecurity). The refugee camps also lack adequate education and medical services, livelihood opportunities and adequate shelter.

The majority of refugees in Nairobi are of Somali origin. Somali populations have had a lengthy history of migration to Kenya, and have long established important trade networks (Campbell, 2005). Refugees started arriving in large numbers in the early 1990s, following the collapse of Siad Barre's regime in 1991 and the subsequent humanitarian crisis in Somalia. According to UNHCR, there are 52,117 registered refugees and asylum-seekers in Nairobi, the majority in Eastleigh district (UNHCR, 2013). This figure does not include many thousands of unregistered refugees. Some estimates put the number of Somali refugees in Eastleigh at 60,000 (Lindley 2007).

Ethiopians are the second largest nationality. According to UNHCR, 12,275 refugees and asylum-seekers of Ethiopians origin have taken up residence in Nairobi (UNHCR, 2009). They belong to various ethnic groups, primarily Oromos and Amhara, and a small number of Anuak. The great majority of Oromos and Amhara live in Eastleigh. Eastleigh has also attracted refugees from Eritrea and Sudan, as well as from countries in the Horn of Africa and central and Southern Africa (Campbell, 2006). Other refugees to be found in the area are from Rwanda, Burundi and Democratic Republic of Congo. Unlike the thousands of refugees living on Kenya's four refugee camps, refugees in urban areas are a largely "hidden" population: little is known about their numbers, profiles, status, location and livelihoods. In Nairobi, refugees have been absorbed into the urban fabric, are dispersed over the city and are highly mobile.

It is widely perceived that refugees are a drain on national resources and a social and economic burden to the state (Jacobsen, 2006). They also exert pressure on a city's socio- economic infrastructure. Refugee hosting states warrant sympathy for the sheer magnitude of the pressure placed on their urban and community infrastructure (Bailey, 2004). In Kenya, for example, prior to 1988 when the refugee population was small, government policy was generous and hospitable, and emphasized local integration. By 1992 the refugee population had swelled to 400,000, overwhelming the system and prompting the government to introduce a restrictive encampment policy (Campbell, 2006).

Encampment policies are a deliberate strategy to exert control over refugees in a context of real and perceived security concerns (Bailey, 2004). The security threat is multifaceted: refugees are considered a threat to the host state (Crisp, 2009), a threat to their country of origin (Sommers, 2001), and under threat themselves (Hovil, 2009). In Egypt, prior to 1995, urban refugees had substantial rights to education and livelihoods opportunities. However, following an assassination attempt on the Egyptian president, purportedly carried out by Sudanese extremists, the freedoms of urban refugees were severely curtailed (Grabska, 2006).

Local integration for urban refugees is not presented as a one size fits all solution, as host governments and local populations often treat ethnic, racial and country of

origin groups differently (Buscher, 2003). To promote local integration, UNHCR has emphasized the importance of community building between refugees and host populations. It is believed that positive interactions, particularly at the neighborhood level, will dispel prejudice and increase the potential for local integration (UNHCR, 1996). Nairobi, Kenya is presented as a case in which local integration for already present urban refugees would balance consideration of the human security of the local population and the concerns of the Government of Kenya (Campbell, 2006). There are 52,117 registered refugees and Asylum seekers in Nairobi, the majority in Eastleigh (UNHCR, 2013).

According to UNHCR (2012), there are three durable solutions to refugee populations: repatriation to the country of origin, integration into host country or resettlement to a third country. Local integration as a concept can be broken down into social, economic and cultural integration to describe the different interactions with society (Landau, 2004). Legal status of urban refugees is also a crucial element of their protection. It is argued that integration may only be viewed as a true durable solution when national laws are put in place to ensure refugee protection (Lindstrom, 2003). Put differently, it is argued that urban refugees who experience systematic forms of legal, social, racial and economic discrimination should not be considered by UNHCR to have achieved a durable solution (Buscher, 2003).

Refugees who settle in urban centres often do so illegally. Governments operate on the principle that limiting potential for local settlement and integration by forcing refugees to reside in camps is the surest way to prompt refugees to return to their countries of origin (Campbell et al. 2006). This poses challenges to the refugees legal status. Legal status involves granting refugees asylum, residency or even citizenship. Legal status often enables refugees access services such as education health, protection and employment.

According to Landau (2006), identity documents cushion urban refugees against arbitrary arrest and deportation. They are also key in enabling the refugees access social services. Therefore the government authorities tasked with issuing refugees with identity documents are key in assisting urban refugees integration in the local society. According to Jacobsen (2006) the agency responsible for issuing (identity) documents plays a significant role in the refugee protection system. It has been argued that many government authorities responsible for refugee status determination issuing identity papers are often unreliable. Landau (2004) posits key asylum decisions can take up to three years, leaving refugee claimants without identity documents for a dangerously long period. Many urban refugees are therefore faced with constant threats of arrest or detention by police authorities.

In Thailand, refugees have been known to face arrest or detention in a climate of institutional disregard of their UNHCR refugee status document (Asylum Access, 2009). In Pakistan, UNHCR has not been allowed to screen or register refugees living outside of camps (Women's Commission, 2002).

Many urban refugees worldwide experience various forms of tensions with the local population. According to Alexander 2008, where refugees are seen to be doing economically better than locals, xenophobia and discrimination are common. This kind of insecurity to urban refugees is largely determined by race and ethnicity. In Nairobi each refugee group is perceived differently by the local population and has different relations with it (Campbell , 2006).

The major concern of this study was therefore, to identify the factors that influence integration of urban refugee students into public secondary schools in Nairobi County. The major issue to be investigated was whether the many urban refugees in Nairobi had achieved integration which is an internationally recognized durable solution.

1.2 Statement of the Problem

There has been a marked increase in the number of refugees in various parts of Nairobi county. According to UNHCR, there are 20,111 registered refugees and asylum seekers of Somali origin in Nairobi, the great majority in Eastleigh district (UNHCR, 2009). Most of these refugees lack legal status and therefore cannot

access education, medical and financial services. Refugee children in urban areas who lack legal status may not meet school admission requirement (Alexander, 2008). Alternately, refugees may be legally entitled to access certain educational services but not be able to afford them (Landau, 2006).

Integration of urban refugees has been identified as key to ensuring that refugees enjoy their rights as enshrined in the 1951 Convention Relating to the status of Refugees. Kenya as a country would also benefit from development assistance from humanitarian organizations and so would the people of Nairobi. If integration of urban refugees is not taken seriously, these benefits will not be realized. This will eventually make Kenya not achieve equality for all in national development.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors that influence the integration of urban refugee students into secondary schools in Nairobi County.

1.4 Objectives of the Study

The objectives of the study were:

- i) To determine the influence of legal status on integration of urban refugee students into public secondary schools in Nairobi county.
- ii) To investigate the influence of identity documents on integration of urban refugee students into public secondary schools in Nairobi county.

- iii) To examine the influence of discrimination on integration of urban refugee students into public secondary schools in Nairobi county.
- iv) To establish the influence of police officers' attitude on integration of urban refugee students into public secondary schools in Nairobi County.

1.5 Research Questions

The following research questions guided this study.

- i. Which are the legal status factors that influence the integration of urban refugee students into public secondary schools in Nairobi County?
- ii. How do identity documents influence integration of urban refugee students into public secondary schools in Nairobi County?
- iii. How does discrimination influence integration of urban refugee students into public secondary schools in Nairobi County?
- iv. How does police officers' attitude influence integration of urban refugee students into public secondary schools in Nairobi County?

1.6 Significance of the Study

The findings from this study may provide schools, District Education Officers (DEO's), County Directors of Education, the Ministry of Education, the Government of Kenya and National and International Non Governmental Organizations with essential information on the factors that influence integration of urban refugee students into secondary schools. The design of effective

programmes to better meet the immediate and long-term needs of Nairobi refugee students may be crafted along identified factors and thereby achieve the integration of refugees into secondary schools in urban areas. The outcome of this study is expected to assist future researchers who may wish to carry out a further study in the field of education of urban refugees.

1.7 Limitations of the Study

The researcher sought to gather information from urban refugee students. The refugees prefer to remain anonymous due to security reasons. This is due to fear of exposing themselves to the authorities, since many of them are in urban areas without proper legal documents. To take care of this, the researcher assured the respondents that the information gathered was for research purposes only.

1.8 Delimitation of the study

The study limited itself to integration of urban refugee students into public secondary schools in Nairobi County. Nairobi County has 79 public secondary schools with an enrolment of 40,757 students and 1,733 teachers (County Director of Educations' Office, Nairobi). However; the study was conducted in five public secondary schools which have a large population of refugee students (UNHCR Office, Nairobi). While it was difficult to know the actual numbers of refugee students in these schools, the researcher made contacts in the schools to

obtain the data. The respondents were the school principals, teachers and refugee students.

1.9 Assumptions of the Study

The study was based upon the following assumptions:

- i) There is integration of urban refugee students into public secondary schools in Nairobi County.
- ii) The respondents may cooperate and give honest responses

1.10 Definition of terms

Alien cards: refers to documents issued by UNHCR to foreigners seeking refuge.

Aliens: refers to foreigners seeking legal status.

Appointment letters: refers to documents issued by UNHCR to refugees seeking access to education or medical assistance.

Asylum seeker certificate: refers to documents issued by UNHCR to refugees on arrival in a refugee camp.

Child soldiers: refers to children recruited to fight alongside rebels.

Deportation: refers to being returned to country of origin.

Durable solutions: refers to refugees having achieved resettlement in another country.

Ethnicity: refers to tribe.

Global south: refers to developing countries.

Humanitarian: refers to reducing suffering and improving the conditions that people live in.

In-service: refers to training or course of study done while a teacher has already entered the field of teaching in order to learn new skills.

Integration: Refers to the legal process by which a refugee becomes a full members of a new national community.

Laissez –faire: refers to policy of allowing refugees to settle anywhere without government interference.

Legal status: refers to recognition as a refugee.

Refugee camps: refers to particular areas designated for provision of humanitarian assistance and basic services to refugees.

Refugee identity pass: refers to documents issued by UNHCR to refugees who have applied for asylum.

Refugees: Refers to people who have been forced to leave their country or home, because of war or for political, religious or social reasons.

Sectarian violence: refers to attacks motivated by the differences that exist between groups of people.

Segregation: refers to being treated as different.

Sex slaves: refers to children, often girls, recruited to accompany rebels as partners.

Xenophobia: refers to feelings of fear or anger towards people considered to be from other countries.

1.11 Organization of the Study

The study was organized into five chapters. The first chapter deals with introduction to the study which comprised of the background to the study, statement of the problem, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and finally the organization of the study.

Chapter two covers literature review related to the study; Chapter three focused on the research methodology which included the research design, target population, sample size and sampling procedures, data collection procedures and ethical considerations, instrument validity, instrument reliability and data analysis techniques. Chapter four consisted of data analysis and discussion of findings. Chapter five consisted of summary of the findings, the conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the factors that influence integration of urban refugee students such as legal status of refugees, identity documents, discrimination and government authorities. The proposal also presented the summary of literature review as well as the theoretical and conceptual frameworks.

2.2. Integration of refugees from the global perspective

Globally, an unprecedented increase in the number of refugee students of African origin in major cities has occurred in countries around the world, especially such countries as the United States, Canada, United Kingdom, and Australia (Biles, Tolley, & Zamprelli, 2006). Research, however, indicates that this increase has generally not been accompanied by appropriate educational and other specialized support specifically targeted to assist the acculturation, integration, and school success of students who are from war-affected, disrupted schooling backgrounds and whose culture, ethnicity, language, and religion are significantly different from those of the mainstream in the host countries. Sporadically available in some schools are generic refugee support programs that are uninformed by input from the refugees themselves or research on the effectiveness of these programs for particular groups of refugee students (Kanu, 2008).

This lack of informed and targeted educational support, along with various forms of documented discrimination against African refugee students in host countries (McBrien, 2005) may account for the dramatic school dropout rates and social alienation observed among this group, thereby significantly reducing the economic and social opportunities available to them in their new countries.

2.3 Refugee Status in Africa

Although all war-affected refugees have suffered multiple traumatic experiences, African refugee youth are more likely than other recent refugee children and youth to be forced into becoming child soldiers with lingering memories of committing or incurring terrible atrocities, or to become sex slaves carrying the scars of their experiences (Mackay & Tavares, 2005). According to Kanu (2008) because of their race, countries of origin, and lack of power base in Western countries, African refugees are more likely to have spent longer periods of time, sometimes five to eight years, in refugee camps where they received extremely poor support and lived in conditions that contribute to significant and often chronic ailments. They are also more likely to have experienced extended periods of disrupted schooling.

2.4 Refugee status in Kenya

In Kenya, a country that today is home to more than 608,974 refugees (UNHCR 2013), there has been significant attention on the plight of refugees living in

overcrowded camps such as Dadaab in the east of the country. Yet there has been little focus on the growing number of refugees living in its urban centres.

Indeed, the exact size of the refugee population in the capital city Nairobi is not known. Official figures suggest there are around 52,000 refugees in Nairobi (UNHCR 2013). Urban refugees are dispersed over big cities, often highly mobile and reluctant to come forward for support due to fears that they could be deported or sent to refugee camps. This makes them a largely ‘invisible’ population, despite their significant need for protection and other support mechanisms.

2.5 Influence of legal status on integration of urban refugee students into public secondary schools

The right to freedom of movement is enshrined in international refugee legislation as well as the Universal Declaration of Human Rights, yet it is often disregarded by governments hosting refugees (Hovil 2007). Governments hosting significant numbers of refugees often try to keep refugees segregated from the local population, forbidding them from leaving camps or settlements and branding those who self-settle in urban settings illegal.

While the majority of refugees living in urban centers do so illegally, much has been written about Egypt and South Africa, where refugees are legally allowed to settle amongst the urban population. According to Bailey (2004) refugees with legal status in Johannesburg and Cairo have prompted studies into the effect of

legal status on urban refugees' livelihoods and security. It has been argued that legal status is insufficient to protect urban refugees. By itself, legal recognition does not necessarily provide access to the rights guaranteed in the international treaties or to socio-economic opportunities (Bailey,2004).

The constraints applicable to all refugees by virtue of their flight and importantly, the economic climate of host countries, may negate the importance of legal access to employment and identity documents (Bailey 2004). It has been observed in the case of South Africa that the legal entitlements guaranteed in the country's specialized refugee legislation do not widely translate into access to jobs, social services and escape from abuse (Landau 2006).

2.6 Influence of identity documents on integration of urban refugee students into public secondary schools

The lack of a clear policy for clarifying and implementing the Refugee Act has created confusion over the legal status of refugees, their documentation and their associated rights. The Refugee Act (2006) in Kenya states that refugees should have an Asylum Seeker Certificate if they are going through the RSD process, a Refugee Identification Pass if they have been granted Asylum and a Movement Pass if they have permission to leave the camps.

Identity documents are a key element of refugee protection, as they are the first line of defense against arbitrary arrest and deportation and the first step towards accessing social services (Landau 2006). This implies that urban refugees lacking identification find it difficult to access education in host countries. Consequently, the agency responsible for issuing documents plays a significant role in the refugee protection system (Jacobsen 2006). Case studies demonstrate that when host countries are responsible for refugee status determination and issuing documents they are often unreliable, and when the task has been delegated to UNHCR the agency's actions have been restricted.

In South Africa, the department of Home Affairs has been inconsistent in providing identification to recognized refugees. Asylum decisions can take up to three years, leaving refugee claimants without identity documents for a dangerously long period (Landau and Jacobsen 2004, Bailey 2004). In Thailand, refugees have been known to face arrest or detention in a climate of institutional disregard of their UNHCR refugee status documents (Asylum access 2009). In Pakistan, UNHCR has not been allowed to screen or register refugees living outside of camps (Women's commission 2002).

2.7 Influence of discrimination on integration of urban refugee students into public secondary schools

A major inhibiting factor for refugee self-reliance appears to be tension with the local population. In cases where refugees are seen to be doing economically better than locals, xenophobia and discrimination are common (Alexander 2008, Campbell 2005). Landlords and employers know that refugees receive assistance and exploit them into paying higher rent or accepting lower wages. Discrimination of this sort often continues after aid has been discontinued (Alexander 2008).

There is growing perception, among the authorities and ordinary Kenyan alike, that Somalia represent a significant threat to national security. According to the Kenyan Ministry of State for Immigration and Registration of Persons, for instance, the influx of Somali refugees into Kenya is creating ‘a major terrorism threat and putting tremendous pressure on social services and amenities’, ‘extremist groups’ and ‘Islamic radicals may use refugee flow to smuggle weapons and people into Kenya to engage in terrorist attacks’ (MIRP, 2009:15).

A central form of insecurity for urban refugees is mistreatment from the local population which takes various forms, including xenophobic attitudes, discrimination and harassment (Campbell, 2005).

Race and ethnicity influence the levels of discrimination in relations between host and refugee populations (Briant & Kennedy 2004). In Nairobi, each refugee group is perceived differently by the local population and has different relations with it (Campbell 2006). Racial discrimination in Egyptian society particularly marginalizes darker skinned African refugees. Sharing a religious identity with Muslim refugees from African countries such as Sudan does not offset the racist and xenophobic attitudes of locals (Grabska 2006).

Much of the literature documents the frequency with which refugees are victims of physical violence at the hands of local populations (Alexander, 2008). Urban refugees are also exploited economically or viewed as competition. Local populations often take advantage of refugees' vulnerability by offering them exploitative and dangerous conditions of employment in the informal sector or by charging them vastly higher fees than nationals for rent and housing (Crisp et al. , 2009). In some cases, locals see urban refugees as rich, and business owners may perceive refugees as competition for clients and resources and take steps to shut down or hinder their businesses (Jacobsen, 2004).

2.8 Influence of police officers' attitude on integration of urban refugee students into public secondary schools

Police, immigration officials, city officials and other public servants are absolutely essential to refugee protection. However, the most commonly reported source of insecurity for urban refugees is abuse of power by police and authorities (Alexander, 2008). The most common form of abuse is arrest or harassment as a means to extort bribes from refugees, and is carried out by police and government officials. This is often coupled with detention and the threat of deportation (Grabska, 2006). In Nairobi, bribery is particularly rampant, and poses a significant challenge for low-income or unemployed urban refugees who cannot afford both bribes and daily staples (Campbell 2005). In South Africa, police confiscate or destroy identity documents to pressure refugees into paying bribes to avoid deportation (Jacobsen, 2004).

It is noted in a couple of instances that refugees have been detained in prison facilities which are overcrowded and unhygienic, have inadequate food or access to basic amenities, and are rife with harassment, physical and sexual abuse, and torture (Alexander 2008, Women's Commission 2002). In addition, even when the police are not the perpetrators, refugees may still be unable to turn to them for protection. When urban refugees are mistreated by the local community or other

immigrants, they rarely report the occurrence to police for fear of further harassment or greater penalty due to their lack of legal status (Alexander, 2008).

Rampant extortion and harassment by authorities in almost every urban refugee case study exposes the extreme vulnerability of refugees in urban settings.

Refugees are often unable to respond to mistreatment and to claim their rights or access justice (Jacobsen 2006). As expressed in the literature, the ultimate result of systemic harassment and abuse by authorities is that many urban refugees live in a constant state of fear (Alexander 2008, Jacobsen 2006, Grabska 2006).

Bribery and corruption of authorities has had different impacts on refugees depending on their level of wealth. For those who can afford bribes, many more opportunities are available to them, including greater security and protection. Those who cannot are usually also vulnerable to theft and violence in addition to abuse, detention and violence.

2.9 Summary of literature review

Reviewed literature has indicated that integration of refugee students into urban schools is influenced by many factors. The factors influencing integration which have been identified are: legal status, identity documents, discrimination, and police officers' attitude towards urban refugees. The research has shown that lack of clear government policies has created confusion over the legal status of refugees.

Police officers' have been shown to be an influence in integration of refugees into urban schools. This is mainly due to their attitude towards refugees and ignorance of refugee documentations. Ethnic and or racial discrimination influences integration. This includes factors such as people's perception, resentment; xenophobic attacks, stigmatization and discrimination. Identity documents have been identified as a key element of refugee integration as they guard against arbitrary arrest and deportation, and they enable refugees to access services, including education. Local integration of urban refugees may be more viable for one group of refugees than another. To promote local integration, UNHCR has emphasized the importance of community building between refugees and host populations (UNHCR, 1996).

2.10 Theoretical framework

The study was guided by W.I. Thomas and Znaniecki's Psychological Theory of Acculturation (1918). According to this theory acculturation takes place in three forms corresponding to three personality types: Bohemian (adopting the host culture and abandoning their culture of origin), Philistine (failing to adopt the host culture but preserving their culture of origin), and Creative-Type (able to adapt to the host culture while preserving their culture of origin). Since W.I. Thomas and Znaniecki's Psychological Theory of Acculturation (1918) many other studies have been done on this theory.

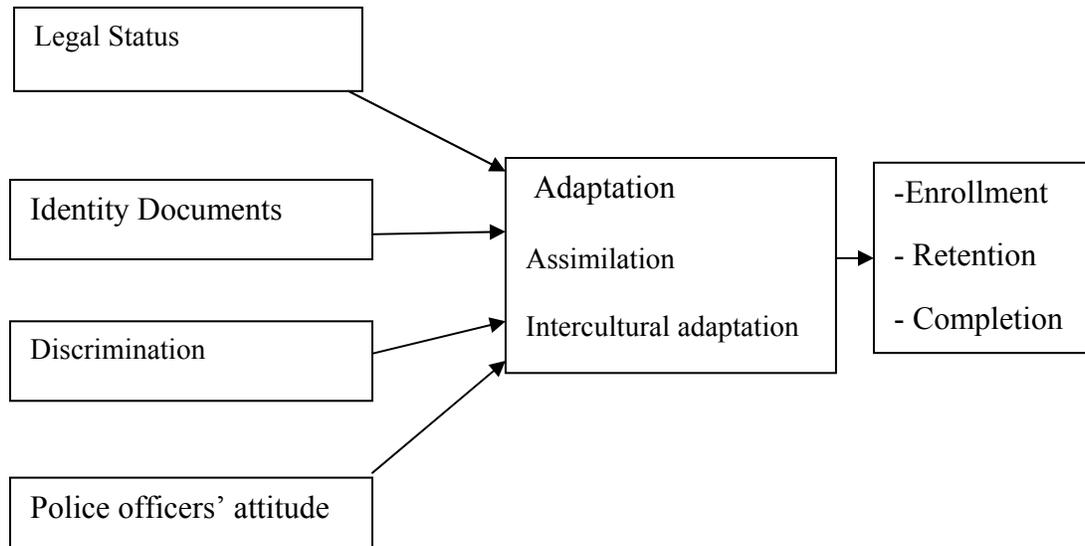
Berry, Poortinga, Segall, and Dasen (2003) define acculturation as a change in an individual or a culturally similar group that results from contact with a different culture; they make a distinction between psychological and sociological acculturation. At the psychological level, changes can occur in one's sense of identity, values, and beliefs; people may experience acculturation stress such as anxiety and depression as they try to adapt to a new culture.

The Sociology of immigration recognizes that outcomes for immigrant minorities (including refugee immigrants) are significantly influenced by what Portes and Rumbaut (1990) call a group's mode of incorporation, that is, the context in which immigrants enter, plays a decisive role in their process of adaptation, regardless of the human capital the immigrants may possess. Thus immigrants who receive settlement assistance and are not subject to widespread discrimination are expected to experience a smoother process of social and psychological integration and faster economic progress. The government and other humanitarian agencies dealing with urban refugees should therefore strive to ensure they create policies and legal frameworks that ensure proper integration of urban refugee students into secondary schools. This theory guided the research in determining the factors influencing the integration of urban refugee students.

2.11 Conceptual framework on factors influencing integration

Fig 2.1 Conceptual framework

Factors influencing integration of urban refugee students in Nairobi County



The conceptual framework of the study is based on the fact that the integration of refugee students into public secondary schools is influenced by factors such as legal status, identity documents, discrimination, and police officers' attitude. If these factors influencing integration of urban refugees are looked into and remedial measures taken there is likely to be enhanced integration of urban refugee students into public secondary schools in Nairobi County. This will result in increased enrollment, retention and completion of urban refugee students in public secondary schools in Nairobi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher focused on the methodology to use in the study. This section covered the research design, the target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study employed descriptive survey design. The choice of this design was based on the fact that the purpose of the study was to explore the factors influencing integration of urban refugee students into public secondary schools in Nairobi County, Kenya. Best (1981) observes that descriptive survey is concerned with practices that prevail ,beliefs, points of view, attitudes that are held ,processes that are going on, effects that are being felt, or trends .It is from this characteristics that the study examined the existing factors influencing integration of urban refugee students into public secondary schools in Nairobi county, Kenya.

3.3 Target Population

Mugenda and Mugenda (2003) define population as an entire group of individuals, events or objectives having common observable characteristics.

According to UNHCR Kenya Office (2013), there are only five public secondary school with sizeable numbers of refugee students. Therefore, the target population for this study was five school principals, 200 teachers and the refugee students in the five schools only.

3.4 Sample Size and Sampling Procedure

According to Henry (1990), sampling is the scheme of action or procedure that clarifies how the subjects are to be selected for the research. The researcher used purposive sampling. According to Mugenda & Mugenda (2003) a representative sample should be at least 30% of the total population to be considered adequate to represent the population for small population. The samples in this study were chosen so that the sample size was greater than 30% of the population of refugee students in the five schools. To eliminate errors owing to non response, the sample sizes were chosen in such a way that they were above the required minimum percentage response in order to cater for low rates of return.

To sample teachers and students, the researcher used Krejcie & Morgan table (Mulusa, 1988). According to the table, 132 teachers that is 66% were selected.

This number was divided by the number of schools (5) yielding 26 teachers per school.

3.5 Research instruments

The instruments of data collection for this study were interview schedules for school principals, questionnaires for teachers and also for students. Through questionnaires, the participants freely expressed themselves (Mugenda and Mugenda , 2003).

These instruments assisted the researcher to gather information on factors influencing integration of urban refugee students into secondary schools in Nairobi County. Each questionnaire had five sections, A to E . Section A sought for the respondents background information while section B to E consisted of items that addressed the research questions.

3.6 Instrument Validity

The study used content validity to show whether the test items represented the content that the test was designed to measure (Mugenda & Mugenda, 2003). In order to ensure that all the items used in the questionnaire were consistent and valid the instruments were subjected to scrutiny and review with the assistance of the researcher's supervisors with a view to improving validity.

3.7 Instrument Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial.

Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher employed the test-retest technique. This involved administering the test to one appropriate group selected randomly. After two weeks, the same test was administered to the same group. The two sets of scores were regressed using the Pearson's product moment correlation coefficient formula, to determine the correlation coefficient (r) between the two sets of scores.

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

Where x = first set of scores; Y = second set of scores ; $\sum x$ = the sum of the first set of scores; $\sum y$ = the sum of second set of scores; $\sum x^2$ = the sum square of first set of scores; $\sum y^2$ = the sum square of second scores ; $\sum xy$ = the sum of cross product of x and y and n = total number of respondents. A correlation coefficient of 0.8 was established. According to Mugenda & Mugenda (2003), reliability coefficient above + 0.6 is satisfactory for instrument reliability.

3.8 Data Collection Procedures

The researcher sought a permit from the National Council for Science, Technology and Innovation (NCSTI) before embarking on the study. The researcher then paid a courtesy call to the County Director of Education and the

County Commissioner, Nairobi and explained his intention to carry out the research .The researcher then made appointments with public secondary principals. On arrival at the schools on the agreed dates, the researcher created rapport with the principal and teachers and explained the purpose of the study and then administered the research instruments to them. According to Best & Kahn (1987) the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. The respondents were assured that strict confidentiality would be maintained in dealing with their identity .The researcher personally administered the research instruments to the respondents and then collected the questionnaires immediately after they had been filled.

3.9 Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data gathered was coded for analysis. This was done after editing and checking out whether all questions have been filled in correctly. Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts and percentages to make meaningful conclusions. This was deemed to be easy in interpretation and was convenient in giving general overview of the problem under study.

Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and data analysis of instruments that could not be quantified.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter covers the presentation of the results and findings of the study. The general objective of the study was to determine the factors influencing integration of urban refugees into public secondary schools in Nairobi County. The analysis proceeds according to the specific objective as explored by the study's questionnaire i.e. the influence of legal status, identity documents, discrimination and government authorities on integration of urban refugees into public secondary schools in Nairobi County.

4.2 Response Rate

Out of 207 questionnaires distributed, a total of 192 questionnaires were fully filled and returned. The table below shows the response rate of the respondents.

Table 4.1 Response rate

Response	Questionnaires administered	Questionnaires filled & returned	Percentage
Head teacher	5	5	100
Teachers	132	120	90.9
Students	75	62	82.6
Totals	207	192	92.7

According to Mugenda and Mugenda (2003) a response rate of 70% rated good. This implies that basing on this assertion; the response rate in this case of 92.7% is very good. This implies that the researcher had successfully established rapport with the respondents.

4.3 Instrument Reliability Analysis

The questionnaires used items that were to be responded to. For reliability analysis Cronbach's alpha was calculated by application of SPSS. The value of the alpha coefficient ranged from 0 to 1 and may be used to describe the reliability of factors. Nunnally (1978) indicates 0.7 and above to be an acceptable reliability coefficient. As the alpha coefficients were all greater than 0.7, a conclusion was drawn that the instruments had an acceptable reliability coefficient and were appropriate for the study.

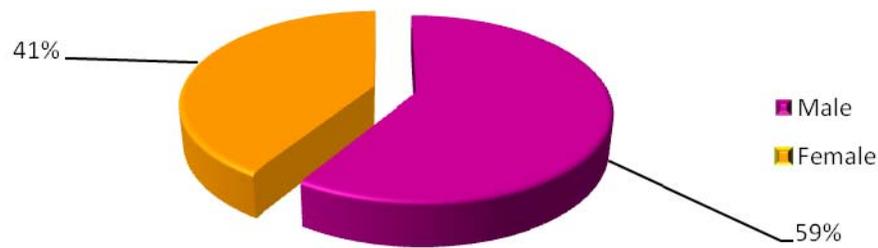
4.4 Background information of the Respondents

The demographic data sought in the study included: general profile of the study's respondents with regards to gender, age bracket, level of education and the years in school.

4.5 Gender Distribution

Further the study sought to determine the gender distribution of the respondents in order to establish if there is gender balance in urban schools. The results were as shown in figure 4.1.

Figure 4.1 Respondents Gender Distribution



From the findings as indicated in Figure 4.1, majority were male respondents. This implies there were more males than female respondents. However the difference in their ratio was not much implying that urban schools attract both gender of teachers.

4.6 Age of Respondents

The study sought to investigate the age of the respondents as illustrated in table 4.2.

Table 4.2 Age of Respondents

Age group	Respondents	Percentage (%)
25 – 35	2	1
35- 45	104	54
45-55	54	28
Above 55	32	17
Totals	192	100

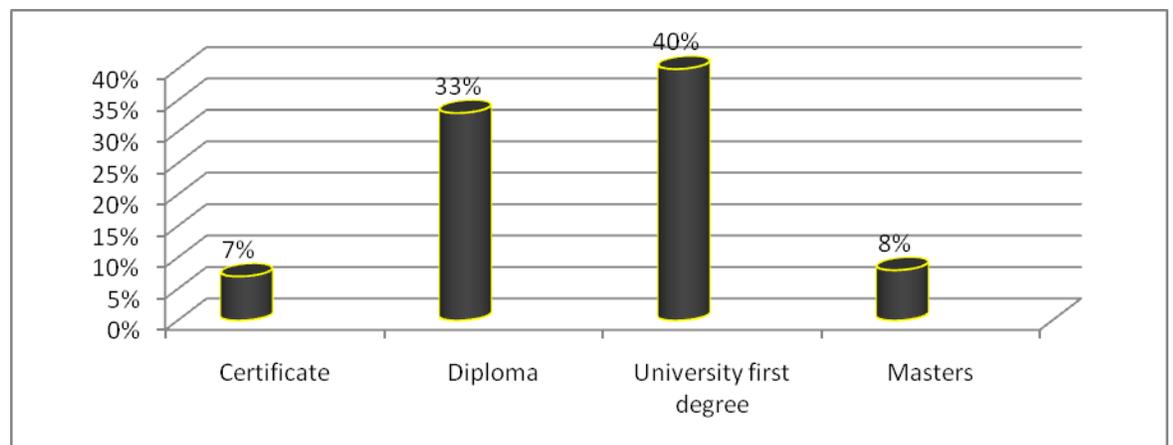
From the findings, majority the respondents (54%) indicated that their age brackets ranged between 35 years to 45 years. This implies that they are mature enough to understand the issues of integration of urban refugees in secondary schools. However teachers in public schools are not trained to handle refugees students and therefore they are likely to treat all students alike. This may result in the teachers being an obstacle to integration of urban refugee students into public secondary schools.

4.7 Level of Education

The study further found it of paramount importance to determine the respondents' level of education in order to ascertain if they were well equipped with the necessary knowledge and skills for the running and the overall management of the school.

The results were as shown in table 4.2.

Figure 4.2 Level of Education of teachers



From the study findings, majority (40%) indicated that they had university first degree, followed by those who indicated that they had diploma with a few indicating that they had Masters Degree qualification. The findings therefore indicated that the respondents had the capacity, skills and management acumen to steer school activities successfully. These skills help them handle and interpret their respective duties and responsibilities and the emerging issues in the school

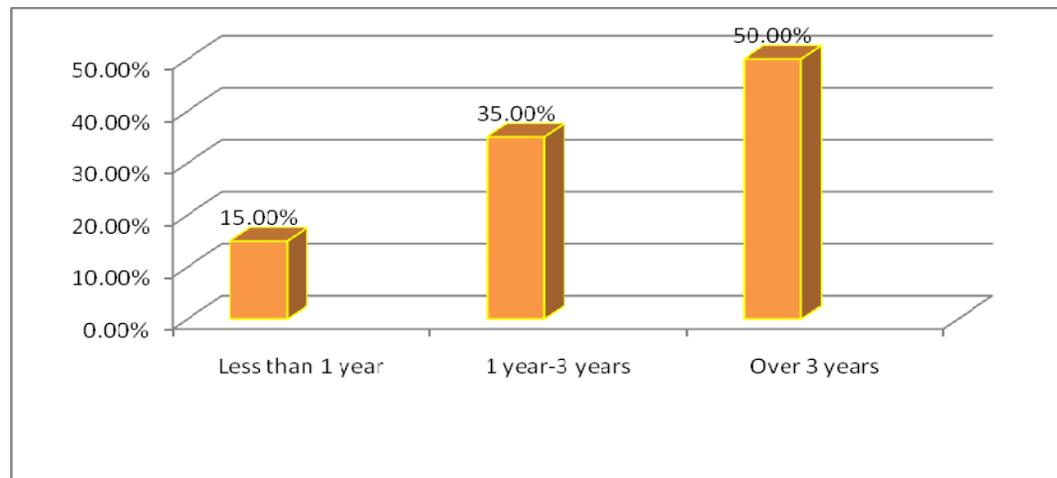
environment to the best level possible. Refugees students integration issues may however not be part of the teachers skills. The education system in Kenya does not prioritize urban refugees issues. This because the government does not have any clear on the rights of refugees living in urban areas.

4.8 Years in school

The study sought to determine how long the respondents had been in the respective schools. This was to ascertain to what extent their responses could be relied upon to make conclusions for the study based on experience.

The results were as shown in table 4.3.

Figure 4.3 Years in school



From the study findings as indicated in Figure 4.3, majority of the respondents (50%) indicated that they had been in their respective schools for over three years followed by those who indicated that they had been in the school for a period of 2-3 years (35%) with only a few indicating that they had been in their school for a

period less than one year. This meant that they would invest time and effort to make sure they succeed. The study therefore observes that the respondents are experienced people who are in a position to help urban refugees integrate peacefully. This may call for all agencies dealing with urban refugees to organize for seminars to sensitize teachers on integration of urban refugee students. Such seminars will go along way in actualizing the right of refugees to live and school in urban areas.

Longevity at the school therefore becomes a trait that ensures continuity and perpetuation of the vision of a school.

4.9 Legal status

The study sought to establish the influence of legal status on integration of urban refugees into public secondary schools in Nairobi County. The results were as shown in table 4.3.

Table 4.3 Influence of legal status

FACTORS	NA %		SL %		SW %		M %		VM %	
Lack of clear policy	20	15	35	26	15	11	50	37	15	11
Govt. officials Position	25	19	30	22	10	7	55	41	17	12
Asylum seeking	15	11	30	22	20	15	65	48	20	15
Asylum	5	3	35	26	25	19	60	45	10	7
Residency	15	11	20	15	30	22	55	41	15	11

From the study findings majority indicated lack of clear policy as a factor influencing integration of urban refugee students into public secondary schools in Nairobi County. Government official position is also a factor influencing integration of urban refugees into public secondary schools in Nairobi County. This agrees with Hovil's (2007) argument that governments hosting refugees often disregard the right to freedom of movement as enshrined in international refugee legislation as well as the Universal Declaration of Human Rights.

This agrees with literature review which shows that many urban refugees in Nairobi have not registered upon entering Kenya. Majority of the refugees lack information on the process and are also afraid of being deported when they fail in the registration process.

Asylum seeking was also rated high. This implies that majority of the urban refugee students lacked legal status. Residency seeking was also seen as a major factor influencing integration of urban refugees into public secondary schools in Nairobi County. This can mean that legal status in the country is an important consideration in integration of urban refugees into secondary schools. This is in line with Bailey's (2004) observation that the constraints applicable to all refugees by virtue of their flight and importantly, the economic climate of host countries, may negate the importance of legal access to employment and identity documents. It has been observed in the case of South Africa that the legal entitlements guaranteed in the country's specialized refugee legislation do not

widely translate into access to jobs, social services and escape from abuse (Landau 2006).

4.10 Identity documents

The study also found it necessary to determine the influence of identity documents on integration of urban refugees into public secondary schools in Nairobi County.

The results were as indicated in table 4.4.

Table 4.4. Influence of identity documents

FACTORS	NA %		SL %		SW %		M %		VM %	
A. S.C	35	26	35	26	15	11	55	41	20	15
R. I. P	25	19	30	22	10	7	50	37	15	11
A. C	10	7	20	15	15	11	60	44	17	12
A.L	15	11	30	22	20	15	65	48	15	11
M. R. C	5	3	35	26	25	19	60	44	10	7
C.O.T	15	11	20	15	30	22	55	41	15	11
Parent/ I.D	20	15	30	22	35	26	60	44	10	7
7Birth certificate	35	26	20	15	15	11	25	19	15	11

The statements explaining the identity documents related factors influencing integration of urban refugee students into public secondary schools were

considered. They were rated depending on the respondents' opinion as: not at all (NA) slightly (SL), somehow (SW), much (M) and very much (VM).

The study findings agreed that Asylum Seeker certificate (A.S.L) influence integration of urban refugee students into school greatly. Refugee identification pass (R.I.P) also influences integration of urban refugee students in schools. Alien cards (A.C) were also found to be influencing integration of urban refugee students into schools. Appointment letters (A.L) also have a role to play in integration of urban refugee students into schools. UNHCR Mandate Refugee Certificate (M.R.C), cost of transport (C.O.T) parents/guardians identity card (I.D) and Students birth certificates were also other factors influencing integration of urban refugee students to a large extent. The Kenya Refugee Act (2006) states that refugees should have an Asylum Seeker Certificate (A.S.C.) if they are going through the R.S.D process, a Refugee Identification Pass (R.I.P.) if they have been granted Asylum and a movement pass if they have permission to leave the camps. Many refugees do not register because they have acquired false documentation, particularly Alien Cards (A.L). As a result many refugees avoid joining public secondary schools, opting for religious teaching. This hinders their integration in urban areas. According to Landau (2006), identity documents are a key element of refugee protection, as they are the first line of defense against arbitrary arrest and deportation and the first step towards accessing social

services. Consequently, the agency responsible for issuing documents plays a significant role in the refugee protection system (Jacobsen 2006).

4.11 Discrimination

The study also found it necessary to determine the influence of discrimination on integration of urban refugee students into public secondary schools in Nairobi county. The results were as indicated in table 4.5 below.

Table 4.5. Influence of discrimination

FACTORS	NA %	SL %	SW %	M %	VM %
Discrimination	20 15	35 26	15 11	60 44	15 11
Hostility	25 19	30 22	10 7	50 37	17 11
Violence	10 7	35 26	15 11	55 41	15 11
Tensions	15 11	30 22	20 15	60 44	20 14
Xenophobia	5 3	35 26	25 19	65 48	10 7
Perceptions	15 11	20 14	30 22	60 44	15 11
Language	15 11	25 19	30 22	55 41	15 11
Social Interactions	20 15	10 7	33 26	65 48	5 3

Based on statements relating to the factors influencing integration of urban refugee students into public secondary schools, they rated them in their own opinion on the scale provided indicating how they influenced integration. The choices given were as follows: not at all (NA), slightly (SL), somehow (SW), much (M), and very much (VM). The findings were as indicated in Table 4.5.

The study established that factors influencing integration of urban refugee students into public secondary school in Nairobi County included discrimination by local communities. Hostility from the local community towards the urban refugees, violence, tensions and xenophobia as well as negative perceptions towards urban refugee students were also established. Following the large influx of many Somali refugees in Kenya, cases of growing xenophobia amongst Kenyans have been reported. This is largely attributed to the media portrayals of Somalis as pirates, terrorist and arm smugglers. This makes local integration of urban refugees highly unlikely. Further, Language was also found to be a major factor influencing integration of urban refugee students in public secondary schools. Most refugees, especially Somalis, are not fluent in Kiswahili or English making them more vulnerable. Social interactions were also found to be a major factor influencing integration of urban refugee students. This implies that refugee students are very sensitive to discriminative practices not limited to hostility, violence, tension, perception, language and social interactions. Alexander (2008), reinforces the above findings by arguing that where refugees are seen to be doing economically better than locals, xenophobia and discrimination are common. Campbell (2005) further avers that a central form of insecurity for urban refugees is mistreatment from the local population which takes various forms, including xenophobic attitudes, discrimination and harassment. In Nairobi, each refugee

group is perceived differently by the local population and has different relations with it (Campbell 2006).

4.12 Police officers' attitude

The statements concerning the police officers' attitude was also crucial for the study in determining the factors influencing integration of urban refugees students into public secondary schools in Nairobi county. The results were as shown in table 4.6

Table 4.6. Influence of police officers' attitude

FACTORS	NA %		SL %		SW %		M %		VM %	
Suspicious	25	19	10	7	15	11	55	41	20	15
Perceptions	25	19	30	22	60	44	50	37	15	11
Documents	30	22	20	14	10	7	60	44	17	12
Arrests	15	11	30	22	20	15	65	48	15	11
Prosecution	5	3	35	26	25	19	60	44	10	7
Language	10	7	20	15	30	22	55	41	15	11
Abuse	20	16	30	22	35	26	60	44	10	7
Extortion	35	26	20	15	15	11	25	18	15	11
Patrols/searches	30	22	15	11	15	11	30	22	15	18

As far as police officers' attitude is concerned, majority of the respondents indicated that suspicions on refugees by police officers was a major factor influencing integration of urban refugee students. Generally police officers worldwide are suspicious of refugees intentions. This is because it is assumed that the refugees are largely motivated by economic reasons in countries of refuge. Reviewed literature attests to deep rooted suspicions of refugees among police officers in the city. They also tend to assume that refugees are criminally minded, while Somalis in particular maybe suspected of links with terrorist organizations. Negative perceptions by the police on urban refugees, validity of documents held by the refugees, arrests and prosecution were also major factors hindering integration. These findings were in line with reviewed literature. Campbell (2005) argues that in Nairobi, bribery is particularly rampant, and poses a significant challenge for low-income or unemployed urban refugees who cannot afford both bribes and daily staples. It is noted in a couple of instances that refugees have been detained in prison facilities which are overcrowded and unhygienic, have inadequate food or access to basic amenities, and are rife with harassment, physical and sexual abuse, and torture (Alexander 2008, Women's Commission 2002). Other factors in police officers' attitude of great influence included Language, abuse, extortion and patrols and searches. According to research many police officers seem unfamiliar with refugee documentation and are usually highly suspicious. However when principals were interviewed they indicated that

there is no policy in schools which affect admission, that no refugee parent's is required to produce national ID before his/her child is admitted and that no police harasses students in uniform. Majority also indicated that there is no discrimination in their schools among students and that their relationship is cordial which translated to high retention of refugee students in their schools. Alexander (2008), argues that when urban refugees are mistreated by the local community or other immigrants, they rarely report the occurrence to police for fear of further harassment or greater penalty due to their lack of legal status.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, findings of the study, conclusions, recommendations and recommendations for further research.

5.2 Summary of the study

In the last few decades, the world has witnessed a surge in the number of refugees and displaced persons. This increase has been as a result of factors such as political instability, increasing human conflicts and climatic change related disasters. There has been a marked increase in the number of refugees in various parts of Nairobi County. According to UNHCR, there are 20,111 registered refugees and asylum seekers of Somali origin in Nairobi, the great majority in Eastleigh district (UNHCR, 2009). The purpose of the study was to investigate the factors that influence the integration of urban refugee students into secondary schools in Nairobi County.

The findings from this study may be useful in providing schools, District Education Officers (DEO's), County Directors of Education, the Ministry of Education, the Government of Kenya and National and International Non Governmental Organizations with essential information on the factors that influence integration

of urban refugee students into secondary schools. The study was guided by W.I. Thomas and Znaniecki's Psychological Theory of Acculturation (1918).

The study employed descriptive survey design. The target population for this study was five school principals, 200 teachers and the refugee students in the five schools only. The main tool of data collection for this study was an interview schedule for school principals and questionnaires for teachers and students. Data was analyzed using both descriptive and inferential statistics.

5.3 Summary of the findings of the Study

The study further sought to establish the influence of legal status on integration of urban refugee students into public secondary schools in Nairobi County. From the study findings, majority of the respondents indicated lack of clear government policy as a factor influencing integration of urban refugee students into public secondary schools in Nairobi County. Government official position on urban refugees is also a factor influencing integration of urban refugee students into public secondary schools in Nairobi County. Asylum seeking was also rated high. Residency status was also seen as a major factor influencing integration of urban refugee students into public secondary schools in Nairobi County. This can mean that legal status in the country is an important consideration in integration of urban refugee students into secondary schools.

The study also found it necessary to determine the influence of identity documents on integration of urban refugee students into public secondary schools in Nairobi County. The study findings concurred that Asylum Seeker certificates influence integration of urban refugee students into public secondary schools. Refugee identification passes also influence integration of urban refugee students into public secondary schools. Alien cards were also found to be influencing integration of urban refugee students into public secondary schools significantly. Appointment letters also have a role to play in integration of urban refugee students into schools. UNHCR Mandate refugee certificate, cost of transport, Identity card for parent/guardian and Students birth certificate were also other factors influencing integration of urban refugee students.

The study also found it necessary to determine the influence of discrimination on urban refugee students' integration basing on statements relating to the factors influencing integration of urban refugee students into schools. The study established that factors influencing integration of urban refugee students include discrimination, hostility, violence, tensions, xenophobia and students perceptions. Further, Language was also found to be a major factor. Social interactions were also found to be a factor influencing integration of urban refugee students into public secondary schools in Nairobi County. This implies that refugee students are very sensitive to discriminative factors not limited to hostility, violence, tension, perception, language and social interaction.

The statement concerning the government authorities was also crucial for the study in determining the factors influencing integration of urban refugee students into urban schools. As far as government authorities are concerned majority of the respondents indicated suspicions as a major factor influencing refugee students integration, negative perceptions, validity of documents as indicated by 60(44.44%), arrests, prosecution. Other factors related to government authority influencing integration included: language, police abuse, extortion, patrols and searches. However when principals were interviewed they indicated that: there was no policy in schools which affects admissions; that no refugee parent was required to produce national identity card before admission of their child; the police did not harass students in school uniform. Majority also indicated that there was no discrimination in their schools among students and that their relationship was cordial which translated to high retention of urban refugee students in their schools.

5.4 Interpretation of the findings

From the study findings, lack of clear government policy as a factor influencing integration of urban refugee students into public secondary schools in Nairobi County was established. The study also interprets that government official position is also a factor influencing integration of urban refugee students into public secondary schools in Nairobi County. The study further interprets that asylum seeking and residency were also seen as a major factor influencing

integration of urban refugees into public secondary schools in Nairobi County. This can mean that legal status in the country is an important consideration in integration of urban refugees into secondary schools.

The study further interprets that Asylum Seeker certificates influence integration of urban refugee students into schools greatly. Refugee identification pass also influences integration of urban refugee students into schools much. Alien cards are also seen to influence integration of urban refugee students into schools to a greater extent. Appointment letters also have a role to play into integration of urban refugee students into schools. UNHCR Mandate refugee certificate, cost of transport, identity card for parent/guardian and students birth certificate were also established to be factors influencing integration of refugee students to a greater extent.

The study also established that factors influencing integration of urban refugee students include: discrimination, hostility, violence, tensions, xenophobia and students perceptions. Further, language was also found to be a major factor. Social interactions were also found to be a major factor influencing integration of urban refugee students. This implies that refugee students are very sensitive to discriminative factors not limited to hostility, violence, tension, perception, language and social interaction.

As far as the statements concerning the government authority are concerned, majority indicated suspicions as a major factor influencing refugee students integration, negative perceptions, validity of documents, arrests, prosecution. Other factors in government authority of great influence included Language, abuse, extortion, patrols and searches. However when principals were interviewed the study interprets that there is no policy in schools which affects admission, that no refugee parent is required to produce national identity card before admitting his/her child and that no police harasses students in uniform. Majority also indicated that there is no discrimination in their schools among students and that their relationship is cordial which translated to high retention of refugee students in their schools.

5.5 Recommendations of the study

Refugee students also have a right to access education in urban schools. Basing on this argument and the study findings, it can therefore be recommended that:-

- All refugee students be given equal chance to access education by the government through the school authorities.
- Discrimination among students be abolished through sensitization programmes e.g. through school forums to enlighten students on the importance of having refugee students also access education and more so the reasons that led to their current situation.

- The government should also abolish some unnecessary procedures for refugee students to access urban education e.g. they should relax on such requirements such as parents producing national identity card on registration of their children, students required to produce their birth certificates and other evils such as police harassment and suspicion.
- Urban refugee students should be encouraged to participate fully in school programmes through financial aid from the donors to meet their expenses including school fees and through sensitization programmes to perform academically.

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APPENDICES

APPENDIX 1: LETTER TO PRINCIPALS

Benard Matheka Muithya

University of Nairobi

P.o Box 2627-90100

MACHAKOS

4TH April 2013

Tel: 0722299245

THE PRINCIPAL

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi, currently carrying out a research study on the factors influencing integration of urban refugee students into public secondary schools in Nairobi County, Kenya.

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from a few of your teachers and refugees students through questionnaires and conduct an interview with you regarding the same. The questionnaires are specifically meant for this study and therefore, no name of respondent or that of your school will be required.

Your assistance and support on this matter will be highly appreciated.

Yours Faithfully,

Bernard Matheka Muthya

APPENDIX II: LETTER OF INTRODUCTION TO RESPONDENT

Bernard Matheka Muithya

University of Nairobi

P.o Box 2627-90100

MACHAKOS

4th April, 2013

Tel: 0722299245

Dear Sir/Madam,

RE: REQUEST TO FILL QUESTIONNAIRES FOR RESEARCH PURPOSES

I am a post graduate student in the University of Nairobi, department of educational administration and planning and I am carrying out a research on factors influencing integration of urban refugee students into public secondary schools in Nairobi County, Kenya. You are therefore kindly requested to respond to the items in the attached questionnaires to the best of your knowledge.

Yours Faithfully,

Bernard Matheka Muithya

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The questionnaire below is used to collect data for purely academic purposes on factors influencing integration of urban refugees into public secondary schools in Nairobi County.

SECTION A: BACKGROUND INFORMATION

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

2. What is your age?

25-35 years [] 35-45 years [] 45-55 years [] Above 55 years []

3. What are your academic qualifications?

Masters in Education [] Bachelors Degree in Education [] Diploma in

Education []

Other (specify).....

4. How many years have you been a teacher?

.....

5. How many years have you been in this school?

Less than one year []

One year-three years []

Over three years []

SECTION B: LEGAL STATUS

The statements below explain the legal status factors 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 not at all (AN), slightly (SL), somehow (SW), Much (M) and very much (VM)

FACTORS	NA	SL	SW	M	VM
Lack of clear policy					
Government official position					
Asylum seeking					
Asylum					
Residency					

SECTION C: IDENTITY DOCUMENTS

The statements below explain the school factors influencing 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 not at all (NA) slightly (SL), somehow (SW), much (M) and very much (VM).

FACTOR S	NA	SL	SW	M	VM
Asylum Seeker certificate Refugee identification pass Alien cards Appointment letters UNHCR Mandate refugee certificate Cost of transport Identity card for parent/guardian Students birth certificate					

SECTION D: DISCRIMINATION

The statements below explain the factors influencing 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 not at all (NA), slightly (SL), somehow (SW), much (M), and very much (VM).

FACTORS	NA	SL	SW	M	VM
Discrimination					
Hostility					
Violence					
Tensions					
Xenophobia					
Students perceptions					
Language					
Social interactions					

SECTION E: POLICE OFFICERS' ATTITUDE

The statements below explain the police officers' attitude factors influencing integration of urban refugees students in your school. Please rate them in your own opinion on the scale provided indicating how they influence integration. The

choices given out are not at all (NA), slightly (SL), somehow (SW) much (M) and very much (M).

FACTORS	NA	SL	SW	M	VM
Suspicious					
Negative perceptions					
Validity of documents					
Arrests					
Prosecution					
Language					
Abuse					
Extortion					
Patrols and searches					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

The questionnaire below is used to collect data for purely academic purposes on factors influencing integration of urban refugees into public secondary schools in Nairobi County.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male () Female ()

2. How old are you?

13-15 years ()

16-18 years ()

Over 18 years ()

3. In what class are you?

Form I ()

Form II ()

Form III ()

Form IV ()

4. How many years have you been in this school?

Less than one year ()

One year to three years ()

Over three years ()

SECTION B: LEGAL STATUS

The statements below explain the legal status factors 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 not at all (AN), slightly (SL), somehow (SW), Much (M) and very much (VM).

FACTORS	NA	SL	SW	M	VM
Lack of clear policy					
Government official position					
Asylum seeking					
Asylum					
Residency					

SECTION C: IDENTITY DOCUMENTS

The statements below explain the school factors influencing 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 not at all (NA) slightly (SL), somehow (SW), much (M) and very much (VM).

FACTOR S	NA	SL	SW	M	VM
Asylum Seeker certificate					
Refugee identification pass					
Alien cards					
Appointment letters					
UNHCR Mandate refugee certificate					
Cost of transport					
Identity card for parent/guardian					
Students birth certificate					

SECTION D: DISCRIMINATION

The statements below explain the factors influencing 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 not at all (NA), slightly (SL), somehow (SW), much (M), and very much (VM).

FACTORS	NA	SL	SW	M	VM
Discrimination					
Hostility					
Violence					
Tensions					
Xenophobia					
Students perceptions					
Language					
Social interactions					

SECTION E: POLICE OFFICERS' ATTITUDE

The statements below explain the police officers' attitude factors influencing integration of urban refugees students in your school. Please rate them in your own opinion on the scale provided indicating how they influence integration. The choices given out are not at all (NA), slightly (SL), somehow (SW) much (M) and very much (M).

FACTORS	NA	SL	SW	M	VM
Suspicious					
Negative perceptions					
Validity of documents					
Arrests					
Prosecution					
Language					
Abuse					
Extortion					
Patrols and searches					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX V: INTERVIEW SCHEDULE FOR PRINCIPALS

1. How many refugee students do you have in your school?

.....
.....

2. How do you determine that they are refugees?

.....
.....
.....
.....

3. How does the government policy influence admission of refugee students in your schools?

.....
.....
.....
.....

4. Do you require the refugee student's parents or guardians to produce national identity cards before admission?

.....

5. Do the refugee students need birth certificate and other documents to be admitted in your school?

.....
.....
.....

6. In your own opinion, do the police harass refugee students in your school?

.....
.....
.....

7. Have you had any cases of refugee students having been abused by the police and how did you handle such cases, if any?

.....
.....
.....

8. How do the local students relate with their refugee colleagues in your school?

.....
.....

9. Are there any measures you have put in place to address cases of discrimination and other forms of violence against refugees?

.....
.....
.....

10. How is retention of refugee students in your school?

.....
.....
.....

11. How would you comment on the impact of school fees and other education costs on the retention of refugee students in your school?

.....
.....
.....

12. What kind of financial support do refugee students get in your school and
from what sources?

.....

THANK YOU FOR YOUR PARTICIPATION

APPENDIX VI: AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/846**

Date: **28th May 2013**

Bernard Matheka Muithya
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **20th May, 2013** for authority to carry out research on "*Factors influencing integration of urban refugee students into secondary schools in Nairobi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st July, 2013.**

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

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The County Commissioner
The County Director of Education
Nairobi County



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"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VII: RESEARCH PERMIT

PAGE 2 PAGE 3

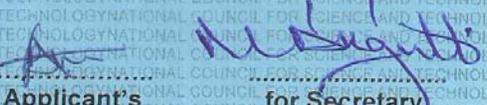
Research Permit No. NCST/RCD/14/013/846
Date of issue 28th May, 2013
Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Bernard Matheka Muthya
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi,
has been permitted to conduct research in

Location
District
Nairobi **County**

on the topic: Factors influencing integration
of urban refugee students into secondary schools
in Nairobi County, Kenya.

for a period ending: 31st July, 2013.



Applicant's Signature **for Secretary**
National Council for
Science & Technology