

**CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION FOR  
URBAN REFUGEES IN PRIMARY SCHOOLS WITHIN EASTLEIGH,  
NAIROBI, 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 Education in Emergencies  
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## **DECLARATION**

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

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## **DEDICATION**

I would like to dedicate this work to my beloved husband Macharia Mukira, our wonderful sons Mukira and Mwangi for their unwavering support and encouragement. This is our success.

## **ACKNOWLEDGEMENT**

For the successful completion of this work, I must acknowledge the contribution of the following: My unselfish supervisors Dr. Grace Nyagah and Dr. Daniel K. Gakunga who went an extra mile to guide me, tolerated and answered “insignificant” remarks, pushed me to the fruitful end, other lecturers in the Department of Education Administration and Planning specifically the Education in Emergencies wonderful team for their dedication and total support. All the respondents particularly the Eastleigh TAC tutor, the head-teachers and teachers who received this work and cooperated. Wambui, who typed and re-typed even late at night, never losing her cool, Gathumbi for his intellectual assistance, my fellow EiE students particularly Ruth for unwavering encouragement to push on and last but not least the Almighty God for His grace and favour throughout the entire course.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>BEFA</b>	Basic Education for All
<b>CDF</b>	Constituency Development Fund
<b>DRA</b>	Department of Refugee Affairs
<b>ECED</b>	Early Childhood Education Development
<b>EFA</b>	Education for All
<b>HIV</b>	Human Immunodeficiency Virus
<b>INEE</b>	Inter – Agency Network for Education in Emergencies
<b>LATF</b>	Local Authority Transfer Fund
<b>LMS</b>	Local Management of Schools
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NGOs</b>	Non-Governmental Organizations
<b>PTAs</b>	Parents- Teachers Associations
<b>SNE</b>	Special Needs Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TAC</b>	Teachers Advisory Centre
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational Scientific and cultural organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children Education Fund
<b>UPE</b>	Universal Primary Education

## **ABSTRACT**

The purpose of this study was to investigate the challenges of implementing inclusive education for refugee children in primary schools within Eastleigh, Nairobi, Kenya. Eastleigh has a large number of refugees but all do not access learning despite the fact that basic education should be free at elementary levels. Four research objectives were designed to guide the study: determine how teacher factors affect implementation of inclusive education; establish how the learning environment affects implementation of inclusive education; determine how government policies affect implementation of inclusive education and establish how other stakeholders affect the implementation of inclusive education for refugee learners in Eastleigh Nairobi. Studies from other regions show the efforts that have been put in place towards achieving inclusive education for all children. The study used descriptive survey design. The sample comprised of all the 238 teachers, the 7 head-teachers and the TAC Tutor in the zone totaling to 245 respondents. The study used questionnaires as the research instrument for data collection. These were administered to the teachers and the head-teachers. Data were analysed by use of qualitative and quantitative techniques while the results were presented in frequency tables. Data revealed that several teacher factors affected the implementation of inclusive education for refugee children in primary schools in Eastleigh Nairobi. It was also revealed that teachers faced difficulties in handling refugee children especially because of the language barrier. The study also revealed that the learning environment affected the implementation of inclusive education for refugee children in Eastleigh. It was also revealed that classrooms were not refugee learner- friendly. Cultural issues hindered refugee pupils' full integration in the school. The study also revealed that government policies together with the input of stakeholders influenced the implementation of inclusive education for refugee children in primary schools. Further, parents need to fully participate in the inclusive education of refugee children by ensuring that their children attend all classes, making follow up, show commitment by, ensuring that the pupils do their homework and by providing supplementary learning materials. Based on the findings of the study, it was recommended that the government should seek ways of in-servicing teachers so that they are able to handle refugee children in primary schools. The school administration, teachers and parents should create an environment that is conducive for quality inclusive education for refugee children. There should be clear government policies on how refugee children should be included in the formal education and finally parents and SMC should be fully involved in the issues of refugees in the education. The study suggested that a study on factors influencing academic performance of refugee children be conducted; a study on the influence of children background on refugee pupils participation in primary schools be conducted and lastly a study on influence of government policy on refugee pupils participation in primary education be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

The early calls for inclusion of all learners in schools at the mid 1980s and early 1990s emanated from different groups of people with different experiences, who presented powerful critique of existing and emerging issues in education. These groups comprising parents, teachers and advocates of students with disabilities promoted inclusion as a way of challenging the restriction to access and participation imposed by existing models of ‘mainstreaming’, or ‘integration’ (Armstrong, 2009).

There are different groups of people who are excluded due to various factors. These include: young children, girls, adolescents, disabled children, refugees and internally displaced persons (IDPs) INEE (2010). The 1990 Jomtien Declaration, the 2000 World Education Forum Framework for Action promoting Education for All and 2000 Millennium Development Goals (MDGs) though not legally binding have reaffirmed and in some cases further developed the right to education. These declarations give specific attention to education in crises situations including those that give rise to displaced persons such as IDPs and refugees.

Human rights are universal and apply even in emergencies. The right to education is both a human right and an enabling right. The 1951 UN Convention relating to the Status of Refugees states that hosting countries

should accord to refugees the same treatment as is accorded to nationals with respect to primary education (Article 22:1) UNHCR is committed to the achievement of MDGs and EFA goals on which education programs are based (UNHCR, 2009).

Refugees are normally put in camps where they are assisted in various ways but the services are often overstretched and of low quality, including education. It is against the backdrop of these challenges and inadequate provisions that move the refugees to urban areas in search of better services. In August 2009, UNHCR finalized its Education Strategy 2010-2012 to assist and guide in the implementation of education programs. Within this framework, the UNHCR was also willing to address better the issue of education for refugees in urban areas as part of broader policy and strategy review, which has been undertaken to gain a better understanding of challenges and opportunities in urban areas with regard to educational programs (UNHCR, 2009).

The UNHCR report notes that refugees often face numerous challenges in accessing education in urban settings. There is a general lack of clear regulatory frameworks and legal provisions to govern the admission of refugee children in schools as well as a lack of procedures to notarize school certificates in order to ensure a smooth transfer to the school system back home following repatriation. Admission without proper documentation is a major issue (Reakes, 2007).

Most countries' policies on inclusive education acknowledged the importance of including parents in decision making concerning the welfare of their children. These countries also reported that the responsibility to see the implementation of the policies resided with the national MoEs either as sole responsibility or shared responsibility involving other government ministries like Health, Social services and others in the delivery of different identified services including referrals, support services and placement (Hek, 2005). During the subsequent years after Salamanca Convention, there have been considerable activities in many countries to move educational policy and practice in a more inclusive direction (Mitler, 2000).

In order to understand exclusion and strategies towards inclusion, it is necessary to examine research and practice at the micro level, (schools and communities), at the meso-level (educational systems and external agency support services), and at the macro- level (national/international policy and national legislation). The British policy and legal framework for Inclusive Education emphasizes that all children have the right to learn and play together. To ensure quality education for learners with special needs, the British Code of Practice (1994) requires mainstream schools to name a Special Educational Needs Coordinator (SENCO) to advise teachers on how to address the learning needs of all learners, maintaining the schools special educational needs register and contributing to the in – service training of the teachers (Rutter, 2007).



The British government established a system called Local Management of Schools (LMS). Under the LMS, schools compete to attract learners with special needs because they are allocated more funding which is pegged on the number and age of enrolled learners (Hek, 2005). The introduction of Inclusive Education in South Africa was driven by the great urge to eliminate all forms of discrimination having come from an extremely discriminative apartheid regime which had fragmented educational provision in different departments. There have been challenges in the implementation but what is clear in all the countries implementing or attempting to implement inclusive Education Policy is that the challenges are similar (Reakes, 2007).

In Uganda, the special needs education is embedded in the following documents:

- i) The constitution of the Republic of Uganda (1995)
- ii) The White Paper on Education (1992)
- iii) Universal Primary Education (UPE) policy (1997)

In Uganda primary schools accept all refugee children without paper documentation. Being uprooted does not negate a child's right to education, nor a state's responsibility to provide it. In a number of reports, UNHCR cites the main reason for lack of quality education among refugees and the entire populations in general is insufficiently trained and poorly paid teachers; outdated teaching methodologies where child- centred pedagogy has not yet entered classrooms. Teaching and learning materials are often insufficient. Other challenges include weak linkages between schools and the communities

they serve, parent-teacher associations being unaware of their roles and responsibilities, over-crowded classrooms among other factors (Deweese, 2000).

Kenya is a signatory to all the international protocol documents on special needs education. The education commissions set up since independence have given direction regarding inclusive education. In particular the Kenya Education Commission (1964); Kenya National Committee on Educational Objectives and Policies (1976); The Presidential Working party on Education and Manpower Training for the Next Decade and Beyond (1988); Totally integrated Quality Education and Training (1999); and Education for all (2001). Besides ratifying those documents, Kenya has, done carried out an EFA workshop in Machakos then Kisumu in 1992; carried out an EFA Assessment in the country in 2000; analyzed the main sub- sectors of education in Kenya, their challenges and strategies for 2000 and beyond; suggested the necessary steps that should be taken to transform the education system to meet EFA goals as recommended by the Dakar Framework for Action (2000) and launched EFA document (2001) towards achieving EFA goals.

Substantial progress has been made in achieving EFA goals as evidenced by the increase in enrolment rates in many countries that previously recorded low. However, new strategies must be adopted in order to reach out to the 75 million children who are still out of school, the 774 million adults lacking basic literacy skills and the countless others who are in school but not

necessarily receiving quality education (UNESCO, 2008). This report further indicates that out of the 75 million of the primary school age children who are not enrolled in school, more than half are girls.

Eastleigh is home to the largest group of urban refugees mostly of Somali descent (UNHCR, 2011). Refugees' children are classified with those who are marginalized in terms of access to education. The right to education as a basic right and also an enabling right must be safeguarded if the MDGs and EFA goals are to be achieved by 2015. Most of the refugees' children may not be familiar with the local languages of instruction in the schools, and the teachers too may not understand the language of the refugees. This, compounded by the uncertainty of their status and probably scarce resources can present a challenge to inclusion therefore investigating the reasons behind the exclusion of these learners and how the challenges can be overcome is the essence of this study.

## **1.2 Statement of the problem**

There have been numerous campaigns and advocacy on the adoption of inclusive education for the refugee children worldwide by governments, NGOs and other stakeholders. Despite concerted efforts by all these groups, the disadvantaged refugee children, by various factors remain out of school. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory, the Universal Declaration of Human Rights, 1948, Article 26.

The Kenya Education Policy Framework (2012) which highlights that the SNE requires appropriate adaptation to curricula, teaching methods, educational resources, medium of communication and the learning environment in order to cater for individual differences in learning. Despite this noble gesture, all refugee children are still not fully absorbed into the school system. This study attempted to investigate the challenges of implementing inclusive education for refugee children in primary schools within Eastleigh, Nairobi in terms of teacher factors, the learning environment, the government policy on inclusive education and the role of other stakeholders in the implementation of inclusive education.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the challenges of implementing inclusive education for refugee children in primary schools within Eastleigh, Nairobi, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To determine how teacher factors affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi.
- ii) Establish how the learning environment affects the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi.

- iii) Determine how government policies affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi.
- iv) Establish the role other stakeholders (parents, activists/advocates) influence the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi.

### **1.5 Research Questions**

The study sought to answer the following questions:

- i) How do teacher factors affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
- ii) To what extent does the learning environment affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
- iii) How do government policies affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
- iv) To what extent do other stakeholders (parents, activists/advocates) influence the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?

## **1.6 Significance of the Study**

The findings of this study hopefully may be of great use to policy makers and implementers of the inclusive education alike in that where the policy may have been inadequate or probably not achievable to some extent, then the study may inform the direction of review and improvement in relation to urban refugees. The teachers too, may contribute in identifying these challenges and suggest ways of solving them towards the full implementation without compromising on quality of learning. On the flipside, the teachers may benefit by borrowing from the research findings once the report has been completed and findings made available to them. It should also inform advocates and activists of inclusive education on gains and achievements so far and/or areas that need more emphasis especially where funding is concerned. The biggest beneficiaries would be the excluded learners who, in the event of full implementation should get an opportunity to participate in learning and realize their right to quality education.

## **1.7 Limitations of the study**

Best and Kahn (1998), describe limitations as conditions beyond the control of a researcher that may lay restrictions on the conclusions of the study and their application to other situations. In this study, the limiting factors included level of literacy among the refugees and by extension the learners, language barrier was also a hindrance. The directive by the government that urban refugees relocate to the camps presented a limitation somewhat in that the parents/guardians felt that too much exposure would lead to “visibility”. Data

on the number of refugee children still not accessing learning due to various reasons and even those accessing education was also unreliable at the time of the study because of their desire to be 'invisible' especially after the relocation threat, and their high mobility.

### **1.8 Delimitation of the study**

In this study, only public schools were used in the study limiting the findings to teachers who work for the government. It is worth noting that some refugee families have enrolled their children in private schools. The teachers in these schools would have given an insight into the challenges they face giving a comparison to their counterparts in public schools. It was conducted within Eastleigh Zone comprising 7 schools. The researcher relied on the data provided by the head-teachers.

### **1.9 Assumptions of the study**

The study was based on the following assumptions:

- i) That the respondents would cooperate and provide correct information;
- ii) There were data on refugee learners to support the study,
- iii) The respondents (teachers) were all aware and familiar with the Inclusive Education Policy.

### **1.10 Definitions of operational terms**

**Equity** refers to a state of fairness in the access of quality education

**Exclusion** refers to locking out of some individuals from accessing education and/ or participation in daily activities that would be the norm

**Inclusion** refers to a commitment to educate each child regardless of any form of disability or any factor that disadvantages the learner

**Inclusive Education** refers to the presence, participation and achievement of all individuals in learning opportunities in equal measure

**Integration** refers to the participation of learners with special educational needs in regular education without demanding changes in the curricular provision

**Linguistic minority** refers to those who belong to 'smaller' indigenous groups whose languages may not be known by other groups

**Mainstreaming** refers to placing students with 'special needs' in regular classes without changing the curriculum

**Policy** refers to a statement of commitment or official guidelines given by the government to undertake specific programmes directed at achieving some goals

**Policy makers** refers to all stakeholders charged with formulating policies.



**Quality Education** refers to education that is relevant, appropriate, participatory, flexible, inclusive and offers protection

**Refugee** refers to someone who, owing to a well-founded fear of being persecuted is outside the country of his/her nationality.

### **1.11 Organization of the study**

The study comprises of five chapters. Chapter one deals with the background to the study, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study; and the definitions of operational terms. Chapter two consists of the review of related literature under the following sub- headings: the concept of inclusion, teacher factors that affect implementation, the learning environment, the society and other stakeholders, and the government role in the implementation. It also includes the theoretical and conceptual frameworks guiding the study. Chapter three describes the research methodology used in the study which includes; the research design, target population, sample size and sampling techniques, research instruments, reliability and validity of the instruments, data collection procedures and data analysis. Chapter four presents data analysis and interpretation. Chapter five presents the summary of the research study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with literature review related to this study. The literature reviewed in this study investigates the efforts made in different contexts, globally, regionally and in Kenya and narrows down to Eastleigh where the study took place, to include all learners in the process of learning. It also attempts to highlight the challenges teachers in other regions have encountered and the gains they have made in the implementation of inclusive education.

#### **2.2 The concept of inclusive education**

The principle of equal educational opportunities is at the core of the right to education, which is inspired by the movements of Universal Primary Education (UPE) and Education for All (EFA) goals, UNESCO, (2012). According to this report, education should not only be available to all but that it has a crucial role in progress towards creating more inclusive and just societies. Children have diverse abilities that need to be addressed. It would be of great benefit for all learners to develop relationships that are constructive. Inclusion makes children appreciate diversity and respect for different abilities. The objectives of inclusive education include: providing comprehensive educational plan that modifies the curriculum to accommodate all learners, develop positive attitudes in parents, teachers, peers, and the entire community, share approaches to accommodate all children in regular

classes, identify and minimize barriers to learning and development (Ngugi, 2002).

Inclusive education implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability (Mitrler, 2000). Inclusion normally implies attending the school that the pupil would have attended in the absence of a significant special need. It also implies that all teachers are responsible for the education of all children.

In the convention on Education for all (EFA) in Jomtien, Thailand 1990, it was restated and reaffirmed what the Universal Declaration of Human Rights 1948, passed that education is a basic right for all people. It recognized that particular groups of people have been excluded from education and stated that “An active commitment must be made to removing educational disparities. Groups should not suffer any discrimination in access to learning opportunities...”

Households in rural or remote communities and children in urban slums have less access to education than others. Children with disabilities account for one third of all out of all school children. Working children, those belonging to indigenous groups, rural population, nomadic children, refugees, those affected by HIV/AIDS and girls are the most vulnerable. Quality education is vital for learners to achieve the desired outcomes from their education

experiences. Inclusive education is the process of addressing the learners' needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life, (Randiki, 2000). The concept of Inclusive Education emphasizes equality, access and opportunity to all learners by reviewing the education policies, modifying the schools to accommodate all learners with any form of special educational need. This form of education locates the problem within the society and not the learner, and advances that everybody can learn. Harvey, (1998) observes that successful inclusive educational practice cannot be possible without policies to provide clear guidelines and a commitment to the principle of inclusion. Agbenyega, (2007) infers that beliefs about disability, ethnicity, attitude and concerns of teachers can influence the practice of inclusive education, the quality of educational materials and instruction students receive.

Many countries and regions that previously recorded low enrollments have made remarkable progress in achieving the Education for All (EFA) goals as evidenced by the recorded increase in access and higher enrolments. It is however, evident from the low enrolments of learners with special needs including refugees' children that new strategies and approaches must be adopted to reach out millions of children who are out of school. (UNESCO, 2000). In the International Journal of Whole-schooling, (2007) Agbenyega observes that the most critical of all barriers to free universal education for students particularly those with special educational needs is negative attitude and prejudice.

From a policy perspective, inclusive education means taking a holistic approach to education reforms and thus changing the way the education system tackles exclusion. Without clear, unified national strategies to include many learners, many countries will not achieve EFA goals by 2015 and will seriously affect the attainment of the Millennium Development Goals (MDGs) as well. Poverty and other factors contributing to exclusion, affect education.

Children with unique learning needs are still combating blatant educational discrimination- these account for one third of all out- of- school children globally. Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner and at the system level to support the entire learning experience. The practice of inclusion and its achievements rests on governments' willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on education, developing inter-sectoral linkages and approaching inclusive education as a constituent element of lifelong learning (UNESCO,2000).

The World Declaration on Education for All (WDEFA) and adopted in Jomtien, Thailand (1990) sets out of an overall vision; universalizing access to education for all children, youth and adults and promoting equity. This calls for dialogue among stakeholders to identify the barriers many learners encounter in accessing educational opportunities and identifying the resources

needed to overcome those barriers. One of the barriers could be the teachers who may be 'handicapped' as far as implementing the governments' policies on Inclusive Education for various reasons (WDEFA, 1990).

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA goals. As an overall principle, it should guide all education policies and practices starting from the fact that education is a basic right. The major impetus was given at the World Conference on Special Needs Education: Access and Quality held in Salamanca, Spain June 1994.

The participants comprising 92 governments and 25 international organizations considered the fundamental policy shifts required to promote the approach of inclusive education thereby enabling schools to serve all children particularly those with special educational needs. These approaches include integration into mainstream schools as opposed to special units and/ or special schools which are few and out of reach to many parents particularly in the developing countries. The World Education Forum meeting in Dakar April 2000 to review and take stock of the progress made since Jomtien reaffirmed the vision of ensuring that ordinary schools become more inclusive. Going by the numbers of learners with various challenges still out of school, the vision is still a distance from realization. Article 24 of the Convention on the Rights of Persons with Disabilities, adopted in 2006 which advocates for inclusive education provides support for inclusive education. Introducing inclusion as a guiding principle has implications for teachers' practices and attitudes-, be it

towards girls, slow learners, children with special needs or those from diverse backgrounds. It is difficult for refugees to access education- it is more difficult for refugee learners with disabilities who must be sought after and included in the learning process.

Like Kenyan parents, the refugee parents or guardians whose children access FPE must provide school related supplementary materials like exercise books, school uniform, food and school transport where necessary. For refugees who are particularly vulnerable to economic instability, these financial pressures can be the most limiting factor for a child accessing education, unlike their counterparts who may have access to CDF and education bursaries as well as support from Local Authority Transfer Fund (LATF).

### **2.3 Influence of teacher factors on the implementation of inclusive education**

According to the Education Policy framework (2012), the following teacher factors hinder the implementation of this policy. They include, shortage of trained teachers in special needs education, non-existent government prompted teacher –professional development therefore, low morale on the part of the teachers, Lack of knowledge of the proper methodologies to handle learners with diverse educational needs, lack of team work, teacher-centred approach as opposed to the more interactive learner-centred methods, too much work as a result of large classes and few teachers and teachers’ ignorance on the policy.

Teachers are the key to quality education but in emergencies or after an emergency many are faced with a challenge of how to implement the required education in emergencies due to lack of confidence and lack of proper training (Winthrop & Kirk, 2005). After emergencies learners come with all manner of psychosocial problems that teachers may not be able to handle without proper training.

Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Depending on the kind of support the teacher is given he/she will accept and give full support to learners with difficulties. Effective inclusion of students with diverse learning requirements into regular classroom requires careful organization and the creation of a learning environment that is accepting, caring and safe (Lang & Berberich, 1995).

Lang & Berberich (1995), further observe that negative attitudes of head-teachers, inspectors, teachers and even parents and caretakers are major barriers to inclusion. Therefore empowering these individuals (stakeholders), equipping them with new confidence and skills and processes of introducing inclusion as a guiding principle will have positive implications on teachers' attitudes and performances. National policies must address the status of teachers, their welfare and professional development.



Teachers' attitudes are strongly influenced by the nature of disability and /or educational problems being presented Avramids & Norwich (2002). The duo further showed that active experience of inclusion, teacher commitment often emerges at the end of the implementation cycle after the teachers have gained mastery of the professional expertise needed to implement inclusive education programs.

#### **2.4 Effects of learning environment in the implementation of inclusive education**

According to UNHCR Guidance Note on inclusive education among refugees says that working with persons with any special educational need in forced displacement, makes education inclusive based on the premise that all children are able to learn. Inclusive education is an aspect of quality education, and is integral to the child- friendly school concept. It therefore requires schools to adapt as relevant, both by providing physical access to children with special educational needs and to include them. The action for inclusion includes: identification, discussion, adoption of the curriculum and the physical environment to the needs of the children with various educational needs.

An inclusive learning environment is a school or a classroom where students of every ability level receive teaching in the same place. Tisdell (1995) argues that a learning environment needs to attend to inclusivity at three levels which include reflection on diversity of those present in the learning; attend to the wider and immediate institutional contexts in which participants work and live; in some way reflect the changing needs of an increasingly diverse

society. Tisdell (1995) further says that all individuals bring multiple perspectives to any learning situation as a result of their gender, age, sexuality, and /or physical abilities. In this respect, the learning environment factors that affect inclusive education would include security and safety of all learners- it would also be important to note that inclusion does not lean only towards those with disabilities but also others who may be excluded due to other factors like gender, refugee status and others. The schools should be culturally sensitive and respect diversity in addition to stimulating learning for all learners; promoting healthy lifestyles and life skills; promotes opportunities for teachers to learn and benefit from that learning; gender fair and non-discriminatory. Water and sanitation facilities are a major factor that can affect inclusion. These must be adequate for both girls and boys in proper proportions. These factors among others are the main challenges the refugees in Eastleigh face together with the teachers who are at the centre of implementing inclusive education. If these challenges remain unaddressed, the chances of full implementation of inclusive education for refugees in Eastleigh will lower.

## **2.5 Influence of other stakeholders in the implementation of inclusive education**

The PTAs bring parents and teachers together to improve on the quality of education through enhancing accountability, (Wamahiu, 2012). The degree of parents' and other players' involvement varies and may include taking decisions, promoting communication, organizing educational events and

fundraising. When all people are given equal opportunities to access learning, that society members enjoy both private and public benefits. The learner is expected to become self-reliant to the extent that the challenge he/she faces may allow. The society factors include; gender discrimination; cultural differences and local tradition; negative attitudes and poverty. While the process of learning in schools is facilitated mainly through teaching, learning outside the school may take place with or without teachers and the content is always relevant to the life in that community (Ociiti, 1994). To bring equity in education at the local level, community participation is necessary. Individuals or a single group of concerned members of the community cannot effectively promote education of persons with special educational needs single-handedly.

Education programmes can only be successful when they are the overall community's concern as part of its cultural and socio-economic development. The common responsibility is at the centre of community participation which is perceived as the process by which individuals and families assume responsibility for their own welfare and develop the capacity to contribute to their community's development. In this respect, community participation connotes joint ownership, responsibility, decision-making and accountability in development (Kisanji, 1999).

## **2.6 Influence of government policy on the implementation of inclusive education**

The Kenya Education Policy Framework (2012), Republic of Kenya, highlights that the SNE requires appropriate adaptation to curricula, teaching

methods, educational resources, medium of communication and the learning environment in order to cater for individual differences in learning (Kenya Policy Framework for Education, 2012).

In Kenya, the government policy fully supports enrolment of children mothers in school until they are able to sit their final examinations. Following the Jomtien Conference of 1990, Kenya held Kenya Country National Conference on EFA, Kisumu (1992) to prepare for the implementation of the EFA framework. Amongst others the aspects of this conference included domesticating the EFA objective for use nationally. The goal of UPE was first articulated in the KANU manifesto of 1963, which promised to provide education for all. This was further boosted by the Kenya Education Report of 1964. Sessional Paper No. 10 of 1965 continued to give support to the universalization of primary education. This was the time when the country was transitioning from colonialism. In support of Jomtien Conference, Kenya has continued to expand the concept of basic education through systematic instruction on which learning is based in the country.

The works of various education commissions, cabinet papers, legal notices and task forces have largely informed the direction of inclusive education on the alignment of the education sector to constitution 2010 and Vision 2030. All these have given the government the onus to prepare policies that will guide total inclusion. This can only be achieved by involving all stakeholders so that the policy formulated is accepted by all hence smooth implementation. The barriers to inclusion can be reduced through active collaboration between

policy-makers, education personnel and other players in the education sector not forgetting the local communities. It was evident from the study that teachers who are the main implementers of the any education policy are not familiar with the policies. Therefore, the government should ensure that policies reach all stakeholders and follow up done through training and monitoring of progress in order to take stock and amend as need be. The teachers in Eastleigh would know how to adapt new pedagogical approaches to cater for the refugee learners and diversify their teaching skills through consultations.

## **2.7 Summary of the literature review**

Inclusive education has been at the core of many educationists and extensive researches have been undertaken in different regions with a view to explore the extent to which it has been achieved. It is also a right of every child to access quality education regardless of gender or status. A lot of work has been done globally towards ensuring that all children access quality education. Some progress has been seen in the higher enrolments but for children facing various challenges, many still remain out of school despite international and national conventions supporting inclusion. Kenya has ratified all the conventions supporting inclusive education including the one for refugees, and also formulated a policy in support of inclusive education yet, the number of those disadvantaged remain low. Despite all these, teachers face numerous challenges in the implementation of inclusive education particularly those teachers dealing with refugees. Most refugees in Eastleigh continue to miss

out on the opportunity to learn and those who are enrolled face a myriad of challenges that must be addressed to ensure that these learners acquire relevant skills and transition to other levels of higher learning.

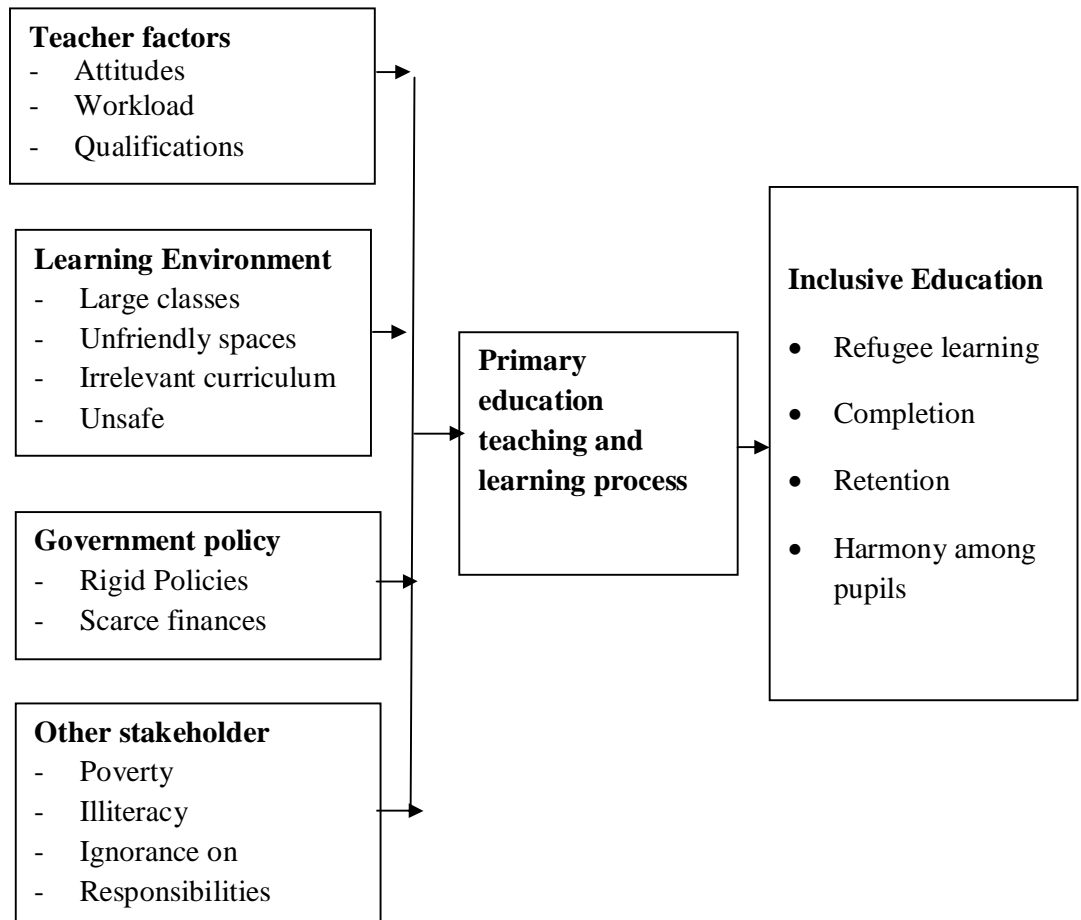
## **2.8 Theoretical framework**

This study was guided by the social model of inclusive education. In this model, the problem that hinders inclusive education is located within the education system and not in the learner as is with the medical model which locates the learning disability within the learner. Therefore, the society needs to change in order to adjust to the diverse needs of learners. The education requires reform and restructuring of the school as a whole with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school. It therefore calls for the removal of obstacles to the participation of learners and in changing institutions, regulations and attitudes that create and maintain exclusion (Campbell and Oliver, 1996). This model encourages teachers to use 'curriculum differentiation' to modify content, activities and assessments in order to respond more flexibly to the diverse needs of all learners (Ainscow, 2004).

## 2.9 Conceptual framework

The conceptual framework for this study is presented in Figure 2.1

**Figure 2.1 Factors Affecting Inclusive Education**



As shown in figure 2.1, the independent variables contribute towards inclusive education. No variable can be supported as the only one that determines implementation of inclusive education. There is no subordinate or superior but all factors must be addressed in order to realize the achievement of inclusive education.

The independent variables namely, teacher factors the learning environment, the government policy and other stakeholders all contribute in one way or another towards the implementation and achievement of inclusive education. The attitudes of teachers, both negative and positive teachers' workload together with their qualification summarize the variable, teacher factors. The large classes, unfriendly learning spaces, and safe environment all fall under the learning environment variable and they have their contribution. Rigid and unattainable policies due to various factors cover the government policies variable, while poverty illiteracy and ignorance on responsibilities summarize the variable on other stakeholder. All these factors addressed well will hasten the implementation of inclusive education.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with research methodology that was used in conducting the research. It focuses on research design, target population, sample size and sampling procedures, research instruments, reliability and validity of instruments, data collection procedures, and data analysis techniques.

#### **3.2 Research design**

The study used descriptive survey design. According to Best and Kahn (2005), descriptive survey design seeks to find answers to questions through analysis of variable relationships. This design is considered appropriate for this study because it is expected to give the researcher the opportunity to describe, record, analyze and report data on the challenges teachers encounter in the implementation of the inclusive education policy both in a qualitative and quantitative way. The choice of the descriptive survey design was made based on the fact that in this study the researcher was interested in the state of affairs already existing in the field and that no variable would be manipulated. The researcher sought information from the respondents on the challenges in the implementation of inclusive education for urban refugees in Eastleigh.

### **3.3 Target population**

The study targeted all 7 public primary schools within Eastleigh education zone of Kamukunji District. These schools had 7 head-teachers and 238 teachers. The zone had one TAC tutor.

### **3.4 Sample size and sampling techniques**

A sample is a small portion of a target population, while sampling refers to selecting a given number of subjects from a defined population to represent the entire population under study. Any statements made about the sample should also be true of, the population, Orodho (2002). Mugenda and Mugenda (2003) argue that a sample of between 10 - 20% of the target population is representative. In this study though, the entire population of teachers in the zone was sampled in order to get varied opinions.

Purposive sampling was used. Kombo and Tromp (2006) explain that in this type of sampling technique, the researcher purposely targets a group of people believed to be reliable for the study. One part of the slum is perceived to be better off than the other, hence the need to seek out those representatives who would correctly explain the variations. Since the population is not large the researcher sampled all the 238 teachers, the 7 head-teachers and the TAC Tutor in the zone totaling to 245 respondents with the hope of getting as much in-depth information as possible on challenges facing inclusive education in this region.

### **3.5 Research instruments**

The study used questionnaires as the research instrument for data collection. Questionnaires were administered to the teachers and the head-teachers. An interview schedule was used for the zonal education officer. (TAC Tutor). Kiess and Bloomquist (1985) argue that a questionnaire offers considerable advantages in the administration. They are easy to administer to large numbers of people simultaneously, and further provide the investigation with an easy accumulation of data. Questionnaires also offer confidentiality because they are administered anonymously, and they save on time. The questionnaire comprised three parts: the first part involved the collection of demographic data of the head-teachers and their schools, second part their background information and part three; the challenges that they face in the implementation of inclusive policy, and also demographic for teachers and the challenges that they face.

### **3.6 Reliability of the instrument**

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trial Mugenda and Mugenda (2009). To enhance reliability of the test, a pilot study was conducted in 2 schools with the same characteristics in the neighborhood sampling 5 teachers in each. These were not included in the sample. In order to improve the reliability of the instrument, a test-retest was employed whereby the questionnaire was administered twice to the 5 teachers in the pilot study within a span of 2

weeks. Responses made on the two sets were correlated using Pearson's Product Moment Correlation Co-efficient as follows:

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

Where:        x                    first test,  
                   y                    second test  
                    $\sum xy$                     sum of the gross product of the values of each variable.  
                    $(\sum x) (\sum y)$             product of the sum of x and of y,  
                    $\sum$                         sum of the values

A high co-efficient implies that items correlate highly among themselves i.e. there is consistency among the items in measuring the concept of interest (Mugenda and Mugenda, 2003). For this study, a co-efficient of 0.821 based on the pilot study was realized and hence the questionnaires were deemed reliable for use in the study.

### **3.7 Validity of instrument**

Kombo and Tromp (2009) define validity as a measure of how well a test measures what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaires answer the research objectives. The researcher sought appraisal of the instrument by the project supervisors together with the assessment from the

pilot test. The validity results revealed some problems with the pilot questionnaires. For example the items did not address all the research objectives hence the researcher formulated more items to cater for each of the research questions. Another adjustment made was the inclusion of open ended questions which was missing from the pilot questionnaires. The researcher ensured that items in the questionnaire focused on the variables of the study.

### **3.8 Data collection procedure**

The researcher sought a research permit from the National Council for Science and Technology (NCST). The researcher then proceeded to report to the District Commissioner and District Education Officer, Eastleigh District and thereafter wrote letters to the head-teachers to be allowed to do the study. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study and then administered the questionnaires to the respondents. The respondents were assured that strict confidentiality in the course of the study. The completed questionnaires were collected once they had been filled. The researcher also paid the District Education Officer a courtesy call as a goodwill gesture and also to inform him the intended study in his district.

### **3.9 Data analysis techniques**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences Kombo and Tromp, (2006). Collected data was examined to make deductions and inferences trying to uncover any underlying structures and extracting important variables. The data

was further classified into qualitative and quantitative to determine the procedure for analysis. The data was then analyzed using Statistical Package for Social Sciences (SPSS.) SPSS is able to handle large amounts of data that otherwise would prove problematic in analysis, (Martin & Acuna, 2002). The researcher then evaluated and analyzed the data. Interpretation then followed explaining the findings attaching significance to particular results and putting them to analytical framework (Mugenda & Mugenda, 2003). When presenting the results to a variety of readers, it is important to use simple descriptive statistics such as percentages. The results were presented in frequency tables. Thereafter conclusions were made and recommendations presented.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with data presentation, analysis and interpretations. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). Data were presented according to the themes in the research objectives. The analysis of data was presented by use of frequency distribution tables and discussed by use of frequencies and percentages.

#### **4.2 Questionnaire return rate**

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 7 head-teachers and 245 teachers sampled during the study, all head-teachers, and 240 teachers filled and returned the questionnaires. The return rates were as follows: 100% for head-teachers and 97% for teachers and hence were deemed adequate for data analysis.

#### **4.3 Demographic data of the respondents**

The study sought the demographic data of the head-teachers and teachers that were sampled. Table 4.1 captures this information.

### 4.3.1 Demographic data of the head-teachers

The demographic data of the head-teachers was based on their gender, age, highest level of academic/ professional qualification and the duration they have taught. To establish their gender the head-teachers were asked to indicate. Findings indicated that all head-teachers in the study were male. Table 4.1 shows age of the head-teachers.

**Table 4.1**

#### **Distribution of the head-teachers according to age**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
36- 40 years	2	28.6
46- 50 years	5	71.4
<b>Total</b>	<b>7</b>	<b>100.0</b>

Data shows that 71.4 percent of head-teachers were aged between 45 and 50 years while 28.6 percent of head-teachers were aged between 36 and 40 years. The data shows that majority of the head-teachers were relatively mature and had served in the profession for a relatively long time.

When asked to indicate their highest academic/ professional qualification, they indicated as Table 4.2.



**Table 4.2**

**Distribution of the head-teachers according to highest academic/  
professional qualification**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
M.Ed	2	28.6
Diploma	3	42.9
PI	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

Data shows that 28.6 percent of head-teachers had attained a level of master in education, the same number had diploma education while 42.9 percent of head-teachers had PI qualification in level of education. The data shows that the head-teachers were adequately trained and hence were able to provide information on challenges facing implementation of inclusive education in their schools. Table 4.3 shows duration that the head-teachers had worked in their present stations.

**Table 4.3**

**Duration that the head-teachers had worked in their present station**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
11 - 15 years	2	28.6
16 - 20 years	5	71.4
<b>Total</b>	<b>7</b>	<b>100.0</b>

Data shows that 71.4 percent of head-teachers had worked for between 16 and 20 years quite a relatively long time and hence were able to identify the challenges of implementing inclusive education for refugee children in those primary schools and what measures they have individually put in place to assist the refugee learners access equal learning opportunities.

**4.3.2: Demographic data of the teachers**

The demographic data of the teachers was based on their gender, age, highest level of academic/ professional qualification and the duration they had been teaching. They indicated their gender as shown in Table 4.4:

**Table 4.4**

**Distribution of teachers according to gender**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Male	109	45.5
Female	131	54.6
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that 54.6 percent of teachers were female relatively higher than their male counterparts. This would explain some of the reasons why some teachers indicated facing difficulties with some learners, especially male learners who come from cultural settings that do not accept female leadership and felt demeaned receiving instructions from them. They were further asked to indicate their age. Their responses are presented in Table 4.5.

**Table 4.5**

**Distribution of teachers by age**

Age	Frequency	Percent
	N	%
20 - 25 years	16	6.7
26 - 30 years	8	3.3
31- 35 years	63	26.3
36 - 40 years	42	17.5
41 - 45 years	84	35.0
46 - 50 years	9	3.8
50 years and above	18	7.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

Table 4.5 shows that 26.3 percent of teachers were aged between 31 and 35 years, 17.5 percent of teachers were aged between 36 and 40 years, 35.0 percent of teachers were aged between 41 and 45 years while 6.7 percent of teachers were aged between 20 and 25 years. Data shows that most teachers were aged above 36 years and had adequate experience in teaching and could therefore share the experiences they have had with urban refugees for the duration they had been in the schools.

The study further sought to establish the teachers' highest professional qualifications. The data is presented in Table 4.6.

**Table 4.6**

**Teachers' highest level of professional qualification**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
M.Ed	9	3.8
B.Ed	60	25.0
Diploma	33	12.9
PI	140	58.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

Findings show that 58.3 percent of teachers had PI education qualification 12.9 percent of teachers had diploma qualification, 25.0 percent had Bachelors degree in Education while 3.8 percent of teachers had a Masters degree in Education. Those teachers who said that they had a diploma education and above said that they had taken some course in special needs education and were in a good position to handle learners with diverse needs. However, most teachers are P1 holders who expressed a need for in-service training to enable them to effectively handle all learners.

Table 4.7 shows the duration that the teachers had been in their present stations.

**Table 4.7**

**Distribution of the teachers according to the duration they had been in their present station**

<b>Duration</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
1- 5 years	56	23.3
6 -10 years	126	52.5
11 - 15 years	33	13.8
20 years and above	25	10.4
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data on the distribution of teachers by the duration they had served in the current schools showed that majority, 52.5 percent of teachers had been in their current stations for between 1 and 5 years, 23.3 percent of teachers for between 6 and 10 years, 13.8 percent of teachers for between 11 and 15 years while 10.4 percent of teachers for over 20 years. The data implies that most teachers had served for over 6 years in their present schools. They could then provide comparisons before the entry of refugees and after, and the challenges this new scenario presented. Further, they could give their views on the strategies they have employed over time especially in the last 5 years during the influx of urban refugees from the camps, what has worked and what has not and the assistance they felt would help them to support inclusive education in their schools.

To establish the enrolment of refugee pupils in the schools per class, the head-teachers were asked to provide the data. Table 4.8 shows the responses.

**Table 4.8**

**Enrolment of refugee pupils in the schools per class**

Class	Below 5		6 - 20 pupils		More than 20 pupils	
	F	%	F	%	F	%
Pre- Unit	4	57.1	-	-	3	42.9
Std 1	2	28.6	2	18.6	3	42.9
Std 2	2	28.6	5	71.4	-	-
Std 3	2	28.6	3	42.9	2	28.6
Std 4	5	71.4	-	-	2	28.6
Std 5	5	71.4	2	28.6	-	-
Std 6	5	71.4	2	28.6	-	-
Std 7	5	71.4	2	28.6	-	-
Std 8	4	57.1	3	42.9	-	-

Table 4.8 shows that 57.1 percent of the head-teachers said that pre- unit had less than 5 refugee pupils , 42.9 percent of the head-teachers indicated that

standard one had more than 20 pupils, majority 71.4 percent of head-teachers indicated that standard two had between 6 and 20 refugees pupils, the same number of head-teachers indicated that standard four, five, six and seven had less than 5 refugee pupils while 57.1 percent of the head-teachers indicated that standard eight had less than five refugees pupils. The findings imply that there were higher numbers of refugee pupils between in the lower classes compared to the upper classes. This was explained by high drop- outs in the upper classes. Completion of primary cycle was negatively affected by the government requirement for all candidates to produce birth certificates in order to sit the national examinations in the last three years. Most teachers agreed that everything possible must be done to ensure that the refugee learners completed their primary level education and assistance given to transition to higher levels. This group, in their teens can easily be lured to other activities hence the need to make sure that barriers that may keep them out of class are removed or minimized.

The researcher further sought to establish whether the number of refugees was increasing or decreasing in the schools. Majority 71.4 percent of the head-teachers indicated that the refugees were increasing in their schools and that all the refugees were from neighbouring countries the majority being from Somalia.

Teachers in the study were asked to indicate the percentage of the refugee learners in their classes. Table 4.9 shows their responses.



**Table 4.9**

**Teachers' responses on the percentage of the refugee in their class**

<b>Percentage</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Below 5% of the pupils	60	25.0
Between 6 - 10 %of the pupils	79	32.9
Between 11 - 15% of the pupils	24	10.0
Between 15 and 20% of the pupils	25	10.4
Above 20% of the pupils	52	21.7
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that 32.9 percent of the teachers said that they had between 6 - 10 percent of the pupils, 25.0 percent of teachers had below percent of the pupils, 10.0 percent of the teachers had between 11 – 15 percent of the pupils, 10.4 percent of teachers had between 15 and 20 percent of the pupils while 21.7 percent of teachers indicated that above 20 percent of the pupils in their classes were refugees. The data shows that there were high numbers of refugee pupils in the schools hence there is an urgent need to formulate ways of including them fully into the activities of the school if the right to education is to be enjoyed by them.

To establish the entry behaviour of the refugee pupils, the teachers were asked to provide the information. Table 4.10 shows the responses.

**Table 4.10**

**Teachers' responses on the entry behaviour of the refugee pupils**

<b>Rating of behaviour</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Good	140	60.8
Average	67	27.9
Poor	19	7.9
Below average	8	3.3
<b>Total</b>	<b>240</b>	<b>100</b>

Figure shows that 60.8 percent of teachers indicated that the entry behaviour of the refugee pupils was good, 27.9 percent of teachers said it was average, 7.9 percent of teachers indicated that it was poor while a significant number of teachers 7.9 percent of teachers said it was below average. This was informed mostly by the number of years the learners had been out of school and other factors like unaddressed traumatic experiences.

**4.3 Effects of teacher factors on the implementation of inclusive education for refugee children in primary schools**

To establish the effects of teacher factors on the implementation of inclusive education for refugee children in primary schools, the teachers were asked whether they had any background in refugee education or training in special needs education. Findings show that 66.3 percent of teachers had no background in refugee education or special needs education. Asked whether

they felt that they required training so as to handle refugee pupils, they responded as shown in Table 4.11

**Table 4.11**

**Teachers' responses on whether they required training so as to handle refugee pupils**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	175	72.9
No	65	27.1
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that 72.9 percent of teachers felt that they required in- service training in emerging issues to enable them to handle the issues as they occur. They further indicated that they needed knowledge on refugee culture and principles, multilingual training in other languages such as French and also psychosocial skills to be able to assist in psychosocial issues the refugees may be struggling with. The head-teachers were asked to indicate the attitude of teachers towards the teaching of refugee pupils. Majority 71.4 percent of head-teachers said that their teachers had positive attitude towards teaching the refugee pupils but said that resources were scarce and this stretched the little the schools had slowing down the achievement of inclusive education in these schools.. When head-teachers were asked whether teachers found it difficult incorporating refugee pupils in the schools, they responded as shown in the Table 4.12:

**Table 4.12**

**Head-teachers' responses on whether teachers found it difficult incorporating refugees in the school**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	2	71.4
No	5	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

Majority 71.4 percent of head-teachers indicated that their teachers did not find it difficult incorporating refugees in the school while 28.6 percent of head-teachers said that the teachers found it difficult to incorporate the refugee learners only on admission especially due to language barrier but as the refugees continued to learn the languages of instruction both English and Kiswahili, they found it easy to tutor them and interact with them. Majority of head-teachers said that the teachers were willing to teach refugee pupils as some were hardworking and willing to study. The study further sought to establish some of the educational challenges that the refugee pupils had in the schools. Teachers were asked to provide the information. Data shows that due to the different curriculum from what those who had been in school were used to, they experienced difficulties in almost all subjects but the languages, English and Kiswahili, were the worst performed. The teachers pointed out

that as the learners got mastery of those two languages they were able to compete fairly with the other learners.

**Table 4.13**

**Head-teachers’ responses on effects of teacher factors in the implementation of inclusive education for refugee children in primary schools**

Statement	Yes		No	
	Freq.	Perc.	Freq.	Perc.
	N	%	N	%
Does the level of education affect I.E.?	4	57.1	3	42.9
Do teacher attitudes affect I.E.?	5	71.4	2	28.61
Does the number of lessons affect I.E.?	6	85.7	1	4.3

Table 4.13 shows that 57.1 percent of head-teachers indicated that the level of education for the teachers, affected inclusive education of refugees. Teachers with higher levels of education coped better with learners of all kinds compared to those with those with lower levels. Majority 71.4 percent of the head-teachers said that teachers’ either positive or negative attitudes, affect inclusive education. How the teachers perceive the learners either as a challenge or an opportunity for both of them to learn affects the achievement of inclusive education in these schools. The highest number of head-teachers 85.7 percent said that heavy workload affects negatively implementation of inclusive education in the schools because the teachers were left with no time

to give individualized attention to the refugee learners who therefore take longer than necessary to catch up with the other learners.

#### **4.4 Ways in which the learning environment affects the implementation of inclusive education for refugee children in primary schools**

Tisdell (1995) argues that a learning environment needs to attend to inclusivity at three levels which include reflection on diversity of those present in the learning; attend to the wider and immediate institutional contexts in which participants work and live; in some way reflect the changing needs of an increasingly diverse society. The study sought to investigate the ways in which the learning environment affects the implementation of inclusive education for refugee children.

**Table 4.14**

**Teachers' responses on whether the refugee pupils were willing to learn in the new school**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	163	67.9
No	77	32.1
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data in figure shows that 67.9 percent of teachers indicated that refugee pupils were willing to learn in the new school while 32.1 percent of teachers said that they were not willing. They further indicated that some of the refugee pupils

had negative attitude towards education while others valued education. Majority of the head-teachers added that some of the refugee pupils coped well and fast in their new learning environment. When the head-teachers were asked the measures they had taken to ensure that refugee pupils adapted well in the school, they indicated that they gave the learners incentives and for every achievement they recognized and awarded them during such functions as assembly.

**Table 4.15**

**Teachers’ responses on whether they classified their school and classroom refugee learner- friendly**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	190	79.2
No	50	20.8
<b>Total</b>	<b>240</b>	<b>100.0</b>

Table 4.15 shows that 79.2 percent of teachers classified their school and classroom refugee learner- friendly while 20.8 percent of teachers said that they were not friendly since there were few desks meaning that learners are put together both boys and girls whereas the refugee learners especially of Somali descent would prefer to sit separately, accordingly to gender. The head-teachers were asked if they orientated their pupils before accepting them in the schools. Table 4.16 shows their responses.

**Table 4.16**

**Head-teachers' responses on whether they orientated their pupils before accepting them in the schools**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	4	57.1
No	3	42.9
<b>Total</b>	<b>7</b>	<b>100.0</b>

Data shows that 57.1 percent of head-teachers orientated their pupils and parents/guardians before accepting them in the schools. They explained that they took them through the school routine, expectations and the subjects offered especially on religion so that they could make the right choices, while 42.9 percent of head-teachers did not have refugees pupils' orientation. The data shows that teachers were able to orientate pupils in the schools which eased their inclusion in schools. Findings further shows that the head-teachers encouraged pupils to feel part of the school and personally introduced them to their classmates. When the head-teachers were asked to indicate how they decided the class the pupil would join, they said that they held interviews which showed the entry point of the learners, on basics based on their age and whether they had been to school before or if they had any school document from a previous school.



The head-teachers added that adaptation, discussion, and consultation on the curriculum particularly Religious Education and the respect for cultural views enhanced the relationship between the school and the refugee parents.

**Table 4.17**

**Teachers’ responses on how they included the refugee learners in class participation**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Assigning them duties	99	41.3
Appointing them in various positions like prefects	114	47.5
Engaging them in out-of-class discussions	19	7.9
Giving them equal opportunities with other pupils	8	3.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that 47.5 percent of teachers appointed refugee learners to various positions such as school prefects, 41.3 percent of teachers assigned them other duties such as being in- charge of the teacher’s table and cupboard, 7.9 percent of teachers indicated that they engaged them in discussion outside the classroom to create a rapport and build trust, while 3.3 percent of teachers said that they gave refugee learners equal opportunities with other pupils in class participation. Data further indicated that head-teachers noted that cultural issues hindered refugee pupils’ full integration in the school. Most observed that the girls and their parents resisted the P.E uniforms which in almost all

schools are a short and a t- shirt for girls saying that they were not culturally acceptable. This curtailed their participation in sports.

#### **4.5 Effects of government policies on the implementation of inclusive education for refugee children in primary schools.**

The Kenya Education Policy Framework (2012), Republic of Kenya, highlights that the SNE requires appropriate adaptation to curricula, teaching methods, educational resources, medium of communication and the learning environment in order to cater for individual differences in learning (Policy Framework for Education, 2012). Refugees fall under special needs learners. The study sought to establish whether the head-teachers and teachers were aware that there was a government policy on refugee education. When the teachers were asked to respond to the same item, they responded as shown in Table 4.18

**Table 4.18**

**Teachers’ responses on whether there was a government policy on how refugee children should be included in the schools.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	119	49.6
No	121	50.4
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that 50.4 percent of the teachers indicated that they were not aware of a government policy on how refugee children should be included in the schools while 49.6 percent of the teachers said that there was a policy on admission to a public school only. When the teachers were asked whether they were aware of the government policy on inclusive education, they responded as shown in table 4.9

**Table 4.19**

**Teachers' responses on whether they were aware of the government policy on inclusive education**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	119	49.6
No	121	50.4
<b>Total</b>	<b>240</b>	<b>100.0</b>

Majority 50.4 percent of teachers indicated that they were not aware of the government policy on inclusive education while 49.6 percent of the teachers said that they knew that there was a policy but they did not know what it said in relation to refugees. They said that when policies are formulated, schools should be provided with copies of the policy document for familiarization.

Majority 82.5 percent of teachers further indicated that the refugee learners should be encouraged to join mainstream schools as opposed to those who

chose to go to religious- based schools where learning is unstructured and limiting in terms of progression to higher levels.

**Table 4.20**

**Head-teachers’ response on the effects of government policies on the implementation of inclusive education for refugee children in primary schools**

Statement	Yes		No	
	Freq.	Perc.	Freq.	Perc.
	N	%	N	%
I inform the education office of cases of refugees in the schools	4	57.1	3	42.9
I admit refugee learners without conditions	7	100	-	-
I attempt to make my school learner- friendly	7	100	-	-

Table 4.21 shows that majority 57.1 percent of the head-teachers said that they informed the education office of cases of refugee learners in the schools for assistance and a support. All the head-teachers said they admitted the refugee learners unconditionally and also that they made attempts to make their schools as friendly as possible. When the head-teachers were asked to indicate some of the challenges of fully implementing the policy on inclusive

education, they listed shortage of resources both human and material as the main hurdle to the achievement of inclusive education in their schools.

#### **4.6 Other stakeholders' influence the implementation of inclusive education for refugee children in primary schools**

The researcher was also interested in investigating the extent to which other stakeholders (parents, activists, advocates) influence the implementation of inclusive education for refugee children. The head-teachers were asked whether they invited parents to schools to discuss issues affecting their children. All, 100 percent of the head-teachers indicated that they invited the parents. This agreed with teachers responses as 89.6 percent of them (teachers), indicated that they invited parents/ guardians to discuss their children's progress in school.

Table 4.22 shows teachers responses on whether parents were willing to come to school to discuss their children's progress.

**Table 4.22**

**Teachers' responses on whether parents were willing to come to school to discuss the progress of their children**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Yes	106	44.2
No	128	53.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

Figure shows that 53.3 percent of teachers said that the parents were not willing to go to school to discuss the progress of their children. This was especially after the directive by the government to round up all urban refugees and relocate them to the camps, while 44.2 percent of teachers said that the parents were willing and were available although most of the guardians or parents would go to school with an interpreter.

To establish the role of parents in ensuring that refugees are fully included in the education system, the head-teachers were asked to give their views. Findings show that the parents had a role of ensuring that their children attended all classes and it was their duty to provide them with supplementary learning materials and other required resources. The head-teachers were also asked to indicate the role of inclusive education advocates/ activists in ensuring that refugees are fully included in the education system. The data is presented in Table 4.23

**Table 4.23**

**Head-teachers’ responses on the role of advocates in ensuring that refugees are fully included in the education system**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Role defined	5	71.4
Not clearly defined	2	28.6
<b>Total</b>	<b>7</b>	<b>100.0</b>

Data in figure 4.10 shows that 71.4 percent of head-teachers said that the inclusive education advocates had a role of ensuring that refugees are fully included in the education system. Asked who they considered as inclusive education advocates, most head-teachers said the NGOs, while 28.6 percent of head-teachers said that the activists/advocates role was not clearly defined.

Findings from the head-teachers indicated that to achieve full implementation of inclusive education, other stakeholders like parents and the community should work together especially to reach out to those who may still be out of school in their community.

**Table 4.24**

**Teachers’ responses on how the parents need to fully participate in the inclusive education or refugee children**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Ensuring that their children attend all classes	65	27.1
Follow up of the pupils progress	91	37.9
Commitment to learning process	43	17.9
Encourage them to do school work	35	14.6
Provision of supplementary learning materials	6	2.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

Table 4.24 shows that parents need to fully participate in the inclusive education of refugee children by ensuring that their children attend all classes,

making follow ups, being committed to the children’s learning process, ensuring that the pupils do their homework and by provision of supplementary learning materials.

**Table 4.25**

**Teachers’ response on how the advocates need to fully participate in the inclusive education of refugee children**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	<b>N</b>	<b>%</b>
Working together with school community	62	25.8
Participation in school functions	64	26.7
Provide education financial assistance to the refugees	44	18.3
Sensitization on new policies	34	14.2
Educating refugee community members on the benefits of education	18	7.5
Push for fair and affordable education for all pupils	18	7.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

Data shows that the advocates need to fully participate in the inclusive education of refugee children by working with the school community, participation in school matters in order to assess inclusion, providing financial assistance to the refugees to cater for educational needs that would otherwise



keep them away from school, sensitization on new education policies, educating the refugee community on the benefits of taking their children to school, and pushing for fair and affordable education for all pupils. Teachers further indicated that they received in-training through seminars on guidance and counseling, HIV/AIDS from NGOs in partnership with the Ministry of Education, teaching and learning materials for refugees from other stakeholders like parents/ caregivers, the community and NGOs in regard to special needs learners.

The degree of parents' and other players' involvement varies and may include taking decisions, promoting communication, organizing educational events and fundraising. When all people are given equal opportunities to access learning, that society members enjoy both private and public benefits. On attainment of relevant quality education, the refugees may benefit in gainful employment once they go back to their countries and help in developing their country.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents the summary, conclusions and recommendations of the study. The chapter presents suggestions for further research.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the challenges of implementing inclusive education for refugee children in primary schools within Eastleigh, Nairobi, Kenya. Four research objectives were designed to guide the study. Research question one sought to determine how teacher factors affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, research question two aimed at exploring the how learning environment affects the implementation of inclusive education for refugee children in primary schools within Eastleigh.

Research question three aimed at exploring how government policies affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, while research question four sought to examine the role other stakeholders (parents, activists/advocates) influence the implementation of inclusive education for refugee children in primary schools within Eastleigh.

The study used descriptive survey design. The target population was all the 7 public primary schools within Eastleigh education zone of Kamukunji District with a total number of 7 headteachers and 238 teachers in the zone and the TAC Tutor in the zone totaling to 245 respondents. All the head-teachers, the teachers and the TAC tutor were sampled in the quest to get as much information as possible. The study used questionnaires as the research instrument for data collection. These were administered to the teachers and the head-teachers. Data were analyzed by use of qualitative and quantitative techniques while the results were presented in frequency tables and percentages.

Data analysis revealed that several teacher factors affected the implementation of inclusive education for refugee children in primary schools. Majority 72.9 percent of teachers felt that they required training so as to handle refugee learners who fall under learners with special needs, in their schools. Further findings showed that 71.4 percent of head-teachers indicated that teachers faced difficulties handling refugee children especially those with unresolved psychosocial issues.

Findings on how the learning environment affected the implementation of inclusive education for refugee children in primary schools showed that 67.9 percent of teachers indicated that refugee pupils were willing to learn in the new schools where they received acceptance and their cultures respected, religious studies taken into consideration, while 32.1 percent of teachers said that the learners who enrolled in schools that were not accommodating

dropped out or sought transfers. They further indicated that some of the refugee pupils had negative attitude towards education while others valued education. Majority 57.1 percent of head-teachers orientated their pupils before accepting them in the schools while 47.5 percent of teachers appointed refugees learners for various positions in schools, like prefects and other duties. Data further indicated that head-teachers observed that cultural issues hindered refugee pupils' integration in the school.

Findings on the effects of government policies on the implementation of inclusive education for refugee children in primary schools in Eastleigh revealed that 50.4 percent of the teachers indicated that they were not aware of a government policy touching on refugee education and those who were aware of a policy did not know of its contents. It was also revealed by 50.4 percent of teachers that they were not aware of the government policy on inclusive education.

Findings on the extent that other stakeholders influence the implementation of inclusive education for refugee children in primary schools showed that all 7 100 percent head-teachers indicated that they invited the parents to the school for academic consultations. This agreed with teachers responses as majority 89.6 percent of teachers said that they invited parents/guardians to discuss their children progress in the schools. Majority 53.3 percent of teachers said that some parents were not willing to come to school to discuss their children's progress in school as some had negative attitude towards education among other fears. Majority 71.4 percent of head-teachers said that the

inclusive education advocates/ activists had a role of ensuring that refugees are fully included in the education system through educating their learners parents/guardians on the benefits of education to an individual and also the society, providing support where possible and pushing for just societies that provide affordable education to all children.

### **5.3 Conclusions of the study**

The following are the conclusions of the study:

Based on the findings it was concluded that several teacher factors affected the implementation of inclusive education for refugee children in primary schools in Eastleigh. These include lack of background in special needs education; the refugee pupils posed challenges to teachers in the schools; teachers faced difficulties in handling refugee children especially with the language and psychosocial issues. It was also concluded that the learning environment affected the implementation of inclusive education for refugee children in primary schools. For example although teachers indicated that refugee pupils were willing to learn in the new school some schools and classrooms were not friendly culturally. The study also concluded that government policies influenced positively or negatively the implementation of inclusive education for refugee children in primary schools. For example, there was no government policy on how refugees' children should be included in the schools. It was also concluded that teachers were not aware of the government policy on inclusive education. There was no ministerial directive on how refugee pupils should be integrated in the schools or special financial

assistance towards the education of refugees in the schools whose resources are stretched to the limit.

The study finally concluded that stakeholders influenced the implementation of inclusive education for refugee children in primary schools. Head-teachers indicated that they invited the parents to discuss issues affecting their pupils in the schools. Advocates had a role of ensuring that refugees are fully included in the education system through educating the refugee community on both private and public benefits of education to an individual and also their society. It was also revealed that parents need to fully participate in the inclusive education of refugee children by ensuring that the children attend all classes, making follow up with the school, being committed to the education process of their children, ensuring that the pupils do their homework and by provision of supplementary learning materials.

#### **5.4 Recommendations from the study**

Based on the findings and conclusions of the study, the following were the recommendations of the study.

- i. The study has established that teachers were not prepared to handle refugee children. The study therefore recommends that the Ministry of Education should through KEMI provide continuous in-service training to teachers on emerging issues so that they are able to handle issues such as that of refugee children in primary schools.

- ii. That the school administration, SMC, teachers and parents should create an environment that is conducive for efficient inclusive education for refugee children.
- iii. The government should have clear policies on how refugee children should be included in the formal education system and set aside more financial resources towards this course.
- iv. Parents, SMC and other stakeholders should be fully involved in the issues of including refugees in the education.

### **5.5 Suggestions for further research**

In the light of the research findings, this study would suggest further research on:

- i. Determinants of academic performance of refugee children
- ii. Influence of children background on refugee pupils' participation in primary schools
- iii. Influence of government policy on refugee pupils' participation in primary education.

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## **APPENDIX A**

### **A LETTER OF INTRODUCTION**

Mary N Wangechi,  
P.O. Box 10205-00100  
Nairobi.

Dear respondent,

#### **RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a post graduate student pursuing a Masters Degree in Educational Administration at the University of Nairobi. I am conducting a research for my final year project which is a requirement of the degree programme. The research topic is “Challenges teachers face in the implementation of inclusive education policy in public primary schools in Eastleigh, Nairobi County”.

I kindly request you to spare some time to fill in this questionnaire. The information obtained will be purely for the purpose of this research and the identity of the respondent will be treated with utmost confidentiality. Do not write your name or the name of your school anywhere in the questionnaire.

Thank you for your cooperation and assistance.

Mary Njoki Wangechi

M.Ed student

**APPENDIX B**  
**HEADTEACHERS' QUESTIONNAIRE**

**Introduction**

This questionnaire is aimed at gathering information about the challenges teachers face in the implementation of the inclusive education policy. The information you provide will be of great importance and benefit to the researcher, as she works towards the completion of the course. Kindly respond to the items as honestly as possible. The information you give will be held in total confidence and will be used only for the intended purpose which is this study.

**Instructions**

Do not write your name or the name of your school anywhere in the questionnaire

Respond to each item by putting a tick [ ✓ ] against your choice of response.

Note that, there is no right or wrong answers.

**Section 1: Background information**

1. What is your gender?

Male [     ]

Female [     ]

2. What is your age in years?

20 – 25 years [     ]     26 – 30 years [     ]

31 – 35 years [     ]     36 – 40 years [     ]

41 – 45 years [     ]     46 – 50 years [     ]

50 years and above [     ]

3. Indicate your highest level of academic/ professional qualification

M.Ed [     ]     B.Ed [     ]

Diploma [     ]     P1 [     ]

Other (specify) .....

4. For how long have you worked in your present station?

Below 1 year [     ]     1 – 5 years [     ]

6 – 10 years [     ]     11 – 15 years [     ]

16 – 20 years [     ]     20 years and above [     ]

5. Please indicate enrolment of refugee pupils per class as shown in the table below

Class	Pre-Unit	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
No. of Students									

6. Has the number of refugees been increasing or decreasing in the last 5 years?

Number has been increasing [     ]

Number has been decreasing [     ]

Number has relatively remained constant [     ]

7. What is the origin on the refugees \_\_\_\_\_

8. Are teachers trained in issues of refugee education?

Yes [     ]     No [     ]

9. What is the attitude of teachers towards teaching refugee pupils?

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10. Do teachers find difficulties incorporating refugees in the school?

Yes [     ]     No [     ]

Please explain your answer

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11. Are teachers willing to teach refugee pupils?

Yes [     ]     No [     ]

Please explain your answer

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12. Do refugee pupils pose challenges to teachers in your school?

Yes [ ] No [ ]

Explain your answer

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13. Do teachers face difficulties in handling refugee children?

Yes [ ] No [ ]

Explain your answer

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14. Are refugee pupils ready to cope in the new learning environment?

Yes [ ] No [ ]

14b .What are some of the challenges that refugee pupils experience at school?

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15. What measures have you taken to ensure that such pupils adapt well in the school?

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16. Do you orientate your pupils before accepting them in the schools?

Yes [ ] No [ ]

If yes, how do you do it?

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17. Is the learning environment conducive for refugee pupils?

Yes [ ] No [ ]

Explain your answer

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18. Are the refugee pupils able to adapt to the new learning environment?

Yes [ ] No [ ]

Explain your answer

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19. How do you determine what class the pupils will join?

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20. Are there cultural issues that hinder refugee pupils' integration in the schools?

Yes [ ] No [ ]

If yes how do you deal with?

21. What are some of the challenges refugee pupils face in the new school environment?

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22. Do refugee pupils complain of lack of proper integration in the schools?

Yes [ ] No [ ]

If yes how do you deal with the issues?

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23. Have you had cases of parents reporting challenges that pupils face in the schools?

Yes [ ] No [ ]

Explain your answer

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24. Is there a government policy on how refugee pupils should be included in the school?

Yes [ ] No [ ]

If yes, what does the policy state?

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25. Do you inform the education office of cases of refugees in the schools?

Yes [ ] No [ ]

Explain your answer



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26. Is there Ministerial directive on how refugee pupils should be integrated in the schools?

Yes [ ] No [ ]

Explain your answer

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27. In your opinion has the government policy on inclusive education been fully implemented?

Yes [ ] No [ ]

Explain your answer

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28. Do you invite parents to school to discuss the issues affecting their children

Yes [ ] No [ ]

If yes how do you do that?

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29. What are some of the challenges that the policy on inclusive education face?

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30. What is the role of parents in ensuring that refugee children are fully included in the education system?

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31. What is the role of advocates in ensuring that refugees are fully included in the education system?

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32. How do you think that the other stakeholders- parents, the community and any others can be involved to achieve full implementation?

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## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

#### Introduction:

This questionnaire is aimed at gathering information about the challenges teacher face in the implementation of inclusive education policy in primary schools in Eastleigh, Nairobi County. The information will be held in total confidence and will be used for the purposes of this study. Please answer the question as honestly as possible.

#### Instructions

Do not write your name or the name of your school in the questionnaire.

Respond to the items by putting a tick ( ✓ ) or as required. Note that there are no correct or wrong answers.

1. What is your gender?

Male [ ] Female [ ]

2. What is your age in years?

Below 20 years [ ] 21 – 25 years [ ]

26 – 30 years [ ] 31 – 35 years [ ]

36 – 40 years [ ] 41 – 45 years [ ]

46 – 50 years [ ] 51 and above [ ]

3. Indicate your highest level of education

M.Ed [ ] B.Ed [ ]

Diploma [ ] P1 [ ]

Others, specify \_\_\_\_\_

4. How long have you been in your current school? ( in years)

Below 1 year [ ] 1 – 5 years [ ]

6 – 10 years [     ]     11 – 15 years [     ]

16 – 20 years [     ]     21 and above [     ]

5. Do you have refugee learners in your class?

Yes            [     ]     No     [     ]

6. What is the percentage of the refugee pupils in your class?

Below 5 % of the pupils            [     ]

Between 6 – 10 % of the pupils     [     ]

Between 11 – 15 % of the pupils    [     ]

Between 15 and 20 % of the pupils [     ]

Above 20 % of the pupils            [     ]

7. Do you have any background in special needs education or training?

Yes            [     ]     No     [     ]

8. What is the entry behavior of the refugee pupils?

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9. What are some of the educational challenges that refugee pupils have?

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10. Are pupils willing to learn in the new school?

Yes [ ] No [ ]

Please explain your answer

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11. Is there government policy on how these children should be included in the schools?

Yes [ ] No [ ]

Please explain your answer

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12. Are you aware of the government policy on inclusive education?

Yes [ ] No [ ]

13. Do you think refugee learners should be integrated into mainstream school?

Yes [ ] No [ ]

If not what are your reasons?

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14. If you have refugee learners in your class how do you include them in class participation?

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15. What are some of the challenges that face the children in class participation?

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Do you invite their parents/guardians to discuss their children's progress in school?

Yes [ ] No [ ]

Please explain your answer

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16. Are parents willing to come to school to discuss their children's academic progress?

Yes [ ] No [ ]

Please explain your answer

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17. Would you classify your school and classroom as refugee learner-friendly?

Yes [     ]     No [     ]

Please explain your answer

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19. What are some of the challenges that these pupils face in the new school environment?

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20. How do you handle such challenges?

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21. What kind of support do you receive from other stakeholders like parents/caregivers, the community and any others with regard to special needs learners?

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22. Do you feel that you require training so as to handle refugee pupils?

Yes [ ] No [ ]

If yes what kind of training do you think you require?

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23. How does the school learning environment affect refugee learning?

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24. How in your opinion do you think parents need to fully participate in the inclusive education for refugee children?

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25. How in your opinion do you think activists need to fully participate in the inclusive education of refugee children?

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*Thank you for honestly completing the questionnaire*



## **APPENDIX D**

### **INTERVIEW SCHEDULE FOR THE TAC**

1. What teacher factors affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
2. How does the learning environment affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
3. How do government policies affect the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?
4. What roles do other stakeholders (parents, activists, advocates) have in the implementation of inclusive education for refugee children in primary schools within Eastleigh, Nairobi?

**APPENDIX E**

**RESEARCH PERMIT**

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/14/013/717**

Date: **13<sup>th</sup> May, 2013**

Mary Njoki Wangechi  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

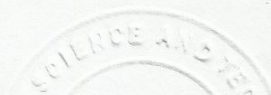
**RE: RESEARCH AUTHORIZATION**

Following your application dated **3<sup>rd</sup> May, 2013** for authority to carry out research on "*Challenges of implementing inclusive Education for Urban refugees in Primary schools within Eastleigh, Nairobi, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **30<sup>th</sup> June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Nairobi District** 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.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**





**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/717**

**THIS IS TO CERTIFY THAT** **Date of issue** **13<sup>th</sup> May, 2013**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received** **KSH. 1,000**

**Mary Njoki Wangechi**

**of (Address) University of Nairobi**

**P.O.Box 30197-00100, Nairobi.**

**has been permitted to conduct research in**

**Location**

**District**

**Province**

**Nairobi**

**on the topic: Challenges of implementing**

**inclusive education for urban refugees**

**in primary schools within Eastleigh**

**Nairobi, Kenya.**

**for a period ending: 30<sup>th</sup> June, 2013.**




**Applicant's** **Secretary**

**Signature** **National Council for**

**Science & Technology**

**CONDITIONS**

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



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE**

**PERMIT**