

**CULTURAL FACTORS INFLUENCING SUDANESE URBAN REFUGEE
GIRLS' PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN RUIRU
SUB-COUNTY, KIAMBU COUNTY**

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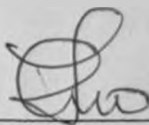
**A Research Project submitted in Partial Fulfillment of the Requirements for
the award of the Degree of Master of Education in Education in Emergencies,**

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DECLARATION

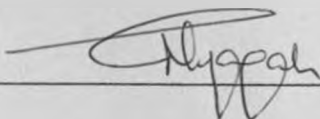
This research project is my original work and has not been presented for award of a degree in any other university



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DEDICATION

This research project is dedicated to my late husband Benson Chege, our two sons, Kenns Njoroge and Stanley Ngugi and my parents Mr. Stanley Ngugi and Mrs. Joyce Wanjiru Ngugi.

ACKNOWLEDGEMENT

I thank the Lord without whose mercy and grace I would not have come this far. I also sincerely appreciate my supervisors Dr. Grace Nyagah and Dr. Caroline Ndirangu for their scholarly guidance, concern and patience that they have shown me throughout the study.

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To my parents Mr. and Mrs. Stanley Ngugi, I will always treasure their prayers, encouragement and support. I will also never forget the moral support I received from my sons Kenns Njoroge and Stanley Ngugi.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| FGM | Female Genital Mutilation |
| INEE | Inter-agency Network for Education in Emergencies |
| KCPE | Kenya Certificate of Primary Education |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commission for Refugees |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| WHO | World Health Organization |
| SPSS | Statistical Package for Social Sciences |

ABSTRACT

This study aimed at investigating factors influencing Sudanese Urban refugee girls' participation in public primary schools in Ruiru sub-county, Kenya. The study sought to achieve the following objectives: establish the extent to which gender roles influence participation of Sudanese urban refugee girls; assess the extent to which early marriages influence participation of Sudanese urban refugee girls; identify the extent to which the patriarchal nature of culture influences participation of urban refugee girls and examine the extent to which female genital mutilation influences participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county. The study used descriptive survey design and was carried out in 6 public primary schools. Random sampling was done to come up with 176 respondents 80 of who were teachers, 90 urban refugee pupils and 6 head teachers of the Primary schools. Data was collected by use of questionnaires and focus group discussion. In order to validate the research tools, a pilot study was conducted in two schools. Data was collected, coded and analyzed to form the bases for research findings conclusions and recommendations. The findings of this study showed that gender roles, early marriages, and patriarchal nature of culture and female genital mutilation influence participation of the refugee girls in public primary schools. Urban refugees who underwent female genital mutilation hardly reported back to school and the few that returned did not fully participate because of frequent absenteeism due to the health complications involved. Other factors included general lack of parental support, height and age, trauma, poverty, insecurity and language. The study came up with some recommendations. First, the Ministry of Education in collaboration with the United Nations High Commission for Refugees (UNHCR) as well as United Nations Educational Scientific and Cultural Organization (UNESCO) should create awareness programs among the communities on the harmful effects of female genital mutilation and early marriages. Second, UNHCR should work with the government and other stakeholders to enlighten the refugees on importance of educating the girl child. The government of Kenya should impose stiffer penalties on all perpetrators of fgm in the country. This study has also made suggestions for further research. These includes, a study on factors influencing participation of urban refugee boys in primary school, factors influencing academic achievements of urban refugee pupils in primary schools and a study on institutional factors influencing refugees pupils' performance of languages in primary school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Every child has a right to education regardless of gender, religion or country of origin (United Nations High Commission for Refugees, (UNHCR), 2011). In the midst of a conflict however, education is often seen as a luxury for refugees who are clearly struggling for basic necessities in life. Majority of refugee children do not receive basic education and this is a violation of their rights and a long life handicap (The World Declaration on Education For All, (EFA) 1990). Women and children make up three quarters of the world refugee population (UNHCR, 2012). For education to be meaningful it must be available, accessible, acceptable and adaptable (Katarina 2008).

Africa continues to experience conflict and Natural disasters. This has resulted to hundreds of thousands of refugees as well as Internally Displaced Persons who live either in the camps or in the urban areas. Africa has a total of 5 million refugees out of the estimated 15 million refugees in the world (World Bank, 2011). Of the world's refugees of concern to UNHCR, 28 percent live in Africa (UNHCR, 2010). Like Asia, Africa has the highest number of urban refugees who live in capital cities like Nairobi, Kampala, and Khartoum (UNHCR, 2009).

Globally, the number of refugees was estimated to be 15.4 million by the end of 2012. According to UNHCR Global Trends, (2012), almost half the number of

refugees was children under 18 years. The populations of refugees are from, Afghanistan 2.6 million, Somalia 1.1 million. Iraq 746,000, Syria 728,500 and Sudan 569,200 refugees. More than 50 percent of the refugees in the world live in urban areas. There are three possible durable solutions for the refugees which are repatriation, local integration or resettlement.

Dorai (2012), observes that UNHCR has laid down a clear distinction between refugees living in a camp and those living in urban settings. The categorization is linked to implementation of its policies of protection and assistance. UNHCR's protection and assistance programmes are generally implemented at field level. Urban refugees face different problems and are more vulnerable than refugees living in the camps. Living in urban areas means that refugees must earn a living and be able to meet their needs.

Inadequate humanitarian assistance and educational opportunities in refugee camps are the main causes of increased number of refugees leaving the camps for urban centers (Karanja, 2010). In the urban Centers the refugees hope to find opportunities for improved livelihoods and alternative education settings where their children can benefit and access quality education (Drysdan-Peterson, 2004). Its however never the case because when the refugees arrive in the cities they create additional pressure on the available resources and compete with their counterparts as well as the locals for access to basic services such as housing, education and health (UNHCR,2009).

The harsh realities of lives of hundreds of thousands of refugees living in urban areas of Nairobi are: extreme poverty, lack of access to medical and legal aid and also inadequate structures for quality education for their children. According to UNHCR urban refugees face specific protection needs, because they keep a low profile hence receive minimal assistance. Urban refugees are scattered all over the cities and do not come forward for aid due to fear of deportation or being sent back to the refugee camps (UNHCR, 2011)

UNHCR revised its policy on urban refugees in 2009 and replaced with one that had been put in place in 1997. The revised policy was more rights-based and is seen to be less punitive than the previous one. Urban refugees enjoy freedom of movement, right to live where one chooses including in the cities and access to other means of livelihood under 2009 policy (UNHCR, 2011.) Under the previous policy living in urban areas was allowed to only young men who could provide for themselves.)

Armed conflict in Somalia, Sudan, South Sudan and Democratic republic of Congo has continued to make Eastern Africa a home of large numbers of refugees. Kenya, Ethiopia and Djibouti continue receiving refugees from Somalia due to the ongoing conflict. Majority of East African refugees are from Somalia and Sudan. Women and children make up 80 percent of the refugees mostly residing in camps. Uganda receives a considerable number of refugees from the neighbouring countries such as Sudan, Democratic Republic of Congo, and Kenya (UNHCR, 2012).

Presently, almost 300,000 refugees are in Kenya. Their original countries are Burundi, Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Somalia, Sudan and Uganda. In 2009 Kenya had 45,000 refugees registered with UNHCR but the number of refugees living in Nairobi was estimated to be as high as 100,000 (Refugee Consortium of Kenya, 2008). In total an estimated 200,000 refugees were living in urban areas in Kenya in 2009. Other than Nairobi, the other urban centres are Mombasa, Busia, Eldoret, and Kisumu among others (UNHCR, 2011).

When refugees arrive in the cities, they are faced with overpopulation, inadequate infrastructure and stretched public services. Upon arrival with a little more than clothes they crowd into urban slums of developing cities (Buscher, 1988). The overwhelming majority of urban refugees trapped in urban areas are found in towns where intensity of conflict is less. Even in the countries of origin urban refugees settle in main cities upon repatriation (UNHCR, 2009). There are considerable indicators that girls have lower educational and occupational aspirations in comparisons to their male counterparts (World Bank, 1994).

Lack of education or poor participation of girls in education process is quite detrimental to national and human resource development. Education therefore is a fundamental human right or a means of fully participating in socio-economic development activities both locally and nationally. For the girl child whether refugee or not education is the pivotal point of sustainable growth in development (UNESCO, 2008).

Prolonged conflicts and civil wars in Somalia and Sudan have resulted mass migration to neighboring countries like Kenya. The situation of vulnerable children gets worse. According to UNICEF, 2008 more than 6000 Child-soldiers operated in Sudan's war. Three million primary school-age going children are currently out of school (UNICEF, 2011). About 1.5 million Sudanese have found refuge in Kenya, Uganda, Ethiopia, Congo, Canada, USA, Australia, and Europe (UNHCR, 2011). The Sudanese refugees in Kenya are faced with a great challenge when it comes to the education of their children

Like Kenyan parents, refugee parents and guardians where children access free primary education must shoulder the burden of providing school-related materials including textbooks, uniforms and in some cases the school desks. Discrimination and extortion are some of the experiences the parents and guardians go through for their children to access education. The precarious economic situation makes it hard for many of them to support their children even if access is available (Karanja, 2010). In spite of the existing United Nations Organization Declaration on education as a human right, the urban refugee girl and specifically of Sudanese origin continue to be denied access to basic education. Evidence of low enrolment rates of Sudanese urban refugee girls in primary schools indicates low gender disparity.

Participation in schools involves enrolment, School attendance, retention, engagement in learning, series of transition that have to be made from grade to grade and from home to school and prevention of early school leaving.

Participation also takes into account the needs of all children (World Bank, 2011). Participation of Sudanese refugee girls in primary schools is marred by frequent disruptions.

Sudanese urban refugees are not spared by retrogressive cultural aspects that are predominant in most parts of Africa (UNESCO, 2000). Early marriages, the patriarchal nature of Sudanese culture, female genital mutilation and gender designated roles are some of the practices that hinder participation of the refugee girls (Khogali, 1999). Confronting the mentioned cultural practices is a challenge and in the end participation of urban girls in primary schools is highly affected and this further reduces the possibility of girls acquiring the universal primary education. This study seeks to investigate the underlying impediments to participation of Sudanese urban refugee girls in public primary schools in Ruiru Sub County.

1.2 Statement of the problem

Achieving basic education for the refugee children and more so the girls remains a great challenge. Inadequate humanitarian assistance due to the increase in numbers of the refugees in the designated refugee camps has resulted to mass movement of refugees to the urban areas. Even after primary school education in the camps of Chad was designed to follow Sudanese curriculum and was taught in Arabic, student's attendance was found to be very inconsistent (UNHCR, 2008). For Sudanese refugee girls, it was even more difficult because some got married as young as eleven and twelve years of age (Caux, 2011).

Ruiru sub-county is an area that has continuously been a home for refugees especially from Sudan. The challenge of acquiring quality basic education for the refugee children and more so for the girls is however not guaranteed due to many disruptions that lead to dropping out and subsequent missing out in achieving Universal Primary Education. The purpose of this study was to investigate cultural based factors affecting participation of urban refugee girls of Sudan origin in public primary schools in Ruiru sub-county.

Table 1.1 illustrates the trend of drop-out rates for urban refugee girls as observed from six selected public primary schools in Ruiru Sub-County.

Table 1.1: Refugee girls drop-out rate in public primary schools

| Year | Refugee girl enrolment | Number of drop-outs | Percentage drop-out rate |
|--------------|-------------------------------|----------------------------|---------------------------------|
| 2005 | 210 | 0 | 0 |
| 2006 | 205 | 5 | 2.4 |
| 2007 | 198 | 7 | 3.5 |
| 2008 | 198 | 0 | 0 |
| 2009 | 170 | 28 | 16.4 |
| 2010 | 128 | 42 | 32 |
| 2011 | 76 | 52 | 68.4 |
| 2012 | 52 | 24 | 46 |
| Total | 1237 | 158 | 12.8 |

Source: Ruiru DEO'S office, 2014

The trend of the drop-out rate as illustrated indicates that there is a problem as far as participation of refugee girls in primary schools in Ruiru is concerned. There is therefore need for this study so as to investigate what hinders participation of urban refugee girls and come up with recommendations that will correct the situation.

1.3 Purpose of the Study

The purpose of the study was to establish the cultural factors influencing Sudanese urban refugee girls' participation in public primary schools in Ruiru sub-county.

1.4 Objectives of the study

This study sought to achieve the following objectives:

- i. To establish the extent to which gender roles influence participation of Sudanese urban refugee girls in Primary schools in Ruiru sub-county.
- ii. To assess the extent to which early marriages influence participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county.
- iii. To identify the extent to which the patriarchal nature of culture influences participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county.

- iv. To examine the extent to which female genital mutilation influences participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county

1.5 Research questions

This study sought to answer the questions below:

- i) To what extent do gender roles influence participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county?
- ii) To what extent do early marriages influence participation of Sudanese urban refugee girl in public primary schools in Ruiru sub-county?
- iii) How does the patriarchal nature of culture influence participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county?
- iv) To what extent does female genital mutilation influence participation of Sudanese urban refugee girls in public primary schools in Ruiru sub-county?

1.6 Significance of the study

The findings of this study would be of paramount importance to the UNHCR policy makers since the study has established the key challenges facing the urban refugee girl. United Nations High Commissioner for Refugees and the Kenyan government would be assisted in that the findings of this study would provide basis for new ways of approaching the challenges facing the refugee girls.

1.7 Limitations of the study

Some of the refugee children felt uncomfortable revealing some negatively considered aspects of their culture. The researcher created a rapport with them and assured them of confidentiality.

1.8 Delimitations of the Study

This study was delimited to the public primary schools in Ruiru sub-county and not other areas where refugees go to school. This study included head teachers, teachers and refugee pupils.

1.9 Assumptions of the study

This study was based on the following assumptions that:

- i. That respondent would be cooperative and give reliable responses.
- ii. That respondent would be knowledgeable about the subject of discussion.

1.10 Definition of significant terms

Cultural practices are a manifestation of a culture especially regarding traditions and customary practices of a particular ethnic or a cultural group indicating return to an earlier state of affairs.

Early marriage is marriage before 18 years of age also referred to as child marriages

Female Genital Mutilation also referred to as female circumcision is defined by WHO as all the procedures involving partial or total removal of the external female genital organs for non-medical reasons.

Gender roles refer to behavioral norms that determine how males and females should think, speak, dress, and interact within the context of the society

Participation refers to the opportunity to actually carry out duties and activities related to the learning process in the primary schools where one is a pupil. Participation in the school system involves enrolment, school attendance, retention, engagement in learning and transition from grade to grade and from home to school and prevention of early school leaving before completion of the course.

Patriarchal nature refers to a general structure in which men have absolute power over women. Boys are given preference over girls in this structure.

Urban Refugee refers to a person who is outside his or her country of nationality and is unable to return due to a well founded fear of persecution because of his or her race, religion, nationality, political opinion or membership and resides in urban areas.

1.11 Organization of the study

This study was organized into five chapters. Chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations

of the study, basic assumptions of the study and definitions of significant terms and organization of the study. Chapter two consists of review of literature related to the study. Chapter three covers research methodology that will be used to carry out this study. Chapter four consists of data analysis and discussion of the findings. Chapter five consists of the summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of related literature on cultural factors affecting participation of urban refugee girls in primary schools such as: the internet, Journals, academic papers, and articles. The sub headings are: influence of female genital mutilation, gender roles, early marriages, and the patriarchal nature of Sudanese culture on participation of urban refugee girls in public primary schools in Ruiru Sub-county. Participation in school involves enrolment, attendance, retention and most of all prevention from leaving school before completion. The section also includes summary of the literature review, theoretical and conceptual framework.

2.2 Influence of gender roles on participation of urban refugee girls in primary school

Many primary schools and other educational institutions reinforce and support gender stereotyped roles. These include the notions that girls are caring, quiet, helpful, and considerate for others and place other people's needs before their own (Scantlebury, 2006). The gender roles stereotypes in schools attribute males' academic success as inborn and girls' achievement to ambition (Lockhead & Vespoor, 2000).

While much progress has been made towards increasing female enrolment in schooling, many girls still face cultural, societal and physical barriers to attending school. Schools are institutions founded on a dominant male culture and they can advertently or inadvertently perpetuate societal gender inequalities through power relations within schools, pedagogy and portrayal of male and female roles in textbooks and teaching materials (Longwe, 1998). Gender stereotyped roles impact student's perception of their abilities and achievements. Girls are made to believe that Mathematics and Science subjects are unfeminine and so is high academic achievement. For the girls having to assume feminine traits in school such as caring for others and quiet unassertive behavior, only means that they set aside their own learning needs for others. Teachers produce stereotypic expectations for student's success and participation in the classroom. These biases have a negative impact on participation of the girl child at school (Scantlebury, 2006).

Girls are assigned home making household chores like food preparation, cooking, fetching firewood and water, washing clothes and looking after younger siblings. The number of hours spent performing household chores and other tasks mean that little time and energy is left to devote to academic work. Girls are often late for school in the morning as a result of completing the household chores thus ending up missing the morning lessons. As fate would have it these lessons sometimes are Mathematics and Science. Some parents prefer to keep their children from school and engage in income earning activities to supplement

family income. For this reason most of these parents find that the cost of education is too high (UNESCO, 2011).

Hari (2011) observes that effects of cultural factors were connected to participation of learning processes and especially of science subjects. Training on Science subjects takes longer thus delaying marriage and child birth and were therefore said to be bad for the girls. Gender roles are an influence to occupational interests in that girls develop beliefs that particular occupations are inappropriate for them. In some parts of Ghana girls are expected to cross over into neighboring countries and carry out trade which is often a lucrative activity instead of going to school. Their success lures other girls from school leading to dropping out (Hari, 2011).

In Guinea and Niger, girls are prominent in petty trading in border towns and spend most of their times out of school and in certain communities in Kenya, parents found adolescent girls sharing toilets with the boys embarrassing especially if they lacked provisions to dispose used napkins hence withdrew their daughters from school (Wamahiu,1996).

Gender inequality cannot be achieved in schools without full and equal access to a good quality education for both boys and girls. While gender equality in education necessitates that girls and boys have equitable educational conditions, treatment and opportunities. policymakers and practitioners have different rationale for improvement. This therefore brings forth the need to address Millennium Development Goals (MDGs), United Nations Educational, Scientific

and Cultural Organization (UNESCO), Education for All (EFA) and development agency policy and practice. Yet reasons for gender equality even in education range from argument for social and economic efficiency to the fulfillment of human rights and empowerment of girls and women (UNESCO, 2010).

2.3 Early marriages and participation of urban refugee girls in primary school

The issue of early marriage constitutes a violation of rights of the girls who are forced to marry early and it profoundly affects the lives of Sudanese refugee girls. It is a practice that is prevalent in Africa and South Asia. Parents support the practice as a way of avoiding early pregnancy (Nguyen, 2012). Early marriage deprives a girl of her adolescence; it denies girls of school age their right to education. This is oblivious of the fact that the girls need this education for their personal development, their preparation for adulthood and their effective contribution to the well being of their family and society.

There is evidence that early marriage negatively impacts on education outcomes for the girls. It is a barrier to education. Early marriage constitutes to severe obstacles to girls education. In Ethiopia Amharic region, nearly one in every three girls who were not in school said that the primary reason was marriage. Leaving school early is often cited as one of the most negative consequences of early marriages. School drop-outs for girls and early marriages have a strong linkage. In Acholi region of Northern Nigeria early marriage accounted for 10.6 percent school drop-out rate of the girls (UNESCO, 2010).

Girls are more often than not taken from school to marry (Hawke 2001). Early marriage impairs the realization and enjoyment of virtually every girl's rights and thus violates their human rights. The imposition of a marriage partner on children deprives them of freedom, opportunity for personal development and other rights including health and well-being not to mention the basic education (UNICEF, 2001). According to Ngoyan (2012), girls with lower education prospects because they are weaker academically face less expected losses in future and have lower motivation to study as compared to those who are stronger academically. These girls may be willing to marry early or their parents may be more inclined to have them marry off. Other girls are simply not interested in school regardless of their academic abilities and opt to drop out and marry early.

Education for All movement has stressed the need to enroll more girls in schools and keep them from dropping out before completion. In this context, early marriage is acknowledged as one of the reasons for girls exclusion from school especially in the cultural settings where girls are raised for a lifetime confined to household occupations and are expected to marry very young (UNICEF,1996). Early marriage denies the right to access of Universal education of the girls. Their limited education reduces their chances of acquiring related skills and economic opportunities. Globally, there is a strong link between child marriage and low levels of girls' education or non-education (UNESCO, 2010).

Among the Sudanese, the dowry that comes with marriage is a lucrative incentive for parents to marry off their daughters at an early age (Deng, 2006). The

Sudanese government statistics indicate that 48% of the country's girls between 15 and 19 years are married. Some marry as young as 12 years of age. Only 17 percent of girls finish primary schools unlike the 30 percent of the boys that complete (USAID, 2013). Any girl that refuses to marry early as ordered by the parents is in dire need of protection, support and education. These girls risk a violent punishment even sometimes to death (Human Rights Watch, 2012). Early marriage is more prevalent in Central Africa and West Africa and affects 40 and 49 per cent of girls under 19 years of age respectively. In East Africa, 27 per cent of girls of the same age are affected and in South Africa. Many of these children brides are second or third wives in polygamous households (UNHCR, 2008).

2.4 Influence of the Patriarchal nature of culture on participation of urban refugee girls in primary school

Historically in Southern Sudan educational and religious educational institutions facilitated by missionaries and colonial administrators imposed western models of educational and reinforced particular gender values. Women experienced unequal access to education in pre-colonial, colonial and post-colonial times and they continue to do so today both in and out of the refugee camps. In the family, the male child is preferred to the female child by right of birth and even if the male child is not the first born in a family he is automatically the head of the household who should protect and look after his sisters (Human Rights Monitor, 2001).

Preference for sons is a powerful cultural tradition in Africa and even stronger among the Sudanese. It manifests itself in neglect, deprivation and discriminatory

treatment of daughters to the detriment of their well being physically, mentally, and intellectually. The preference of the male affects the females even as far as allocation of food, healthcare is concerned. Parents with scarce resources feel that it is more important for the male children to survive. It's not surprising then to find that most of the girls' education end at primary or even before they complete the primary school course (Hersh, 1998).

Daughters are seen as a source of income while boys continue with their education. Girls aged 13 -15 are forced into marriage and this is evidenced by the high drop-out rate of the girls (Achiek, 2013).Sudanese women have always experienced the influence of a patriarchal society and inherited norms of social suppression. The society gives man absolute power and women identify their rights as those privileges permitted by the patriarchal society. Considering yourself equal to men is unthinkable for a woman. The women extend this outlook to their daughters through the socialization that restricts and limits every little detail in a girl's life (Khogali, 1999).

Studies done in Malawi, Gambia, Sierra Leone and Kenya show that both boys and girls have low expectations of female achievements in school and career prospects and therefore girl's persistence in school declines (Odago, 1995). Generally in sub-Saharan Africa, Studies in Guinea and Zambia show that although primary school pupils showed little gender disparity. by the fifth grade both boys and girls subscribed to gender stereotypes in which boys were favoured

and girls wallowed in inferiority and eventually dropped out of school (Anderson, 1994)

Studies from Ghana and Malawi indicate lack of interest in school attendance among girls whereas in Mozambique parental control has been emphasized as a reason for school absenteeism among girls (Odaga, 1995). In Nigeria, the girl's educational opportunities are circumscribed by patriarchal attitudes about gender roles which result in some parents attaching more importance to the education of boys than girls. This is always the likelihood when the parents lack resources to enroll all children in school. In certain families investing in girls' education is regarded as investing for the benefit of the family she will eventually marry into unlike in the case of boys (Makama, 2013).

2.5 Female genital mutilation and participation of urban refugee girls in primary school

Female Genital Mutilation persists and thrives in many parts of Africa to date where it is practiced in 28 countries which include Kenya, Sudan, Somali, Ethiopia, Uganda, and Tanzania among others. The practice is also common in the Middle East, Egypt, and Yemen, among the Muslim Indonesia, Sri-Lanka, Malaysia and Saudi Arabia. It occurs among the immigrant communities in parts of Asia, and the Pacific, North and Latin America and Europe (World Bank, 2005). FGM is also practiced even in the industrialized countries among the immigrants in Australia, France, United States of America, Sweden, Denmark and Netherlands. It is however done illegally either in or outside the country.

FGM is considered a rite of passage and a circumcised woman is regarded as more mature in undertaking her roles in the society. It is said to reduce the female sexual desires and increase sexual pleasure for males and is a religious directive for some African religions (WHO, 1986). Approximately 140 million girls and women worldwide currently live with Female Genital Mutilation and another 3 million are subjected to it throughout the year in Africa. (WHO, 1986).

The practice of female circumcision or female Genital Mutilation is a social and cultural tradition practiced in almost all areas of Sudan. It is common even among the most educated people including doctors, lecturers among others which indicate that it has deep social roots (Khogali, 1999). Women with little or no education make up 80% of the supporters of female genital mutilation (Muna, 2012).

An extensive study done in Sudan in 1981 showed that 82% of the participating 5000 women in the age-group 15 to 44 years of age supported FGM. A decade later in 1989-90, the same study was repeated and showed a decline as 78 percent supported the continuity of the practice. Globally, three million girls are estimated to be at risk of FGM annually. Most girls comply when they have the procedure carried out fearing to be outcasts if they don't. Mothers also think they are doing the best for their daughters (Khogali, 1999).

FGM has a relationship with girls not fully participating in school and eventually dropping out of school before completing their primary education and having a high female rate of illiteracy (Wilson, 2013). FGM impacts negatively on a girl's

education. Girls who have gone through FGM not only perceive themselves as adults but also become a negative influence on their peers. They often undergo attitudinal changes and reject formal education perceiving themselves to be adults and schools institutions of 'children' (Odugaye, 1992). They also become rude to teachers. Just as early marriages, FGM functions to enhance the social status of teenagers and acts as a mechanism for curbing sexuality and premarital pregnancy (Gicharu, 1993). The fact that FGM is considered a rite of passage to womanhood means that a girl's education ends soon after the procedure in order for her to get married.

Gicharu (1993) observes that ceremonies that mark initiation from childhood to adulthood among the Sudanese create a lot of confusion and dilemmas for the girls. The ceremony schedules usually overlap with the school calendar and that leads to absenteeism and drop outs. Although communities accept the girls as adults, teachers at school continue to consider them as children. Sometimes they may be punished for not participating in some activities which adults do not normally participate in.

Studies done in Kenya among the Tharaka showed that girls as young as 12 years old underwent and still undergo Female Genital Mutilation. The girls dropped out of school to marry and start a family after the practice. In this region FGM is followed by a month long seclusion for the wounds to heal during which the girl is under close supervision. Because of the harmful physical and psychological

effects of the practice it prevents most girls who go through it from completing school (Women's Global, 2007).

In some areas of Tanzania girls that reach puberty are expected to participate in initiation ceremonies aimed at preparing them for womanhood and marriage. These ceremonies take place during school time and negatively affect participation of the girls at school. In Cameroon, The practice of female genital mutilation was seen as one of the practices that hinder participation of girls at school because after engaging in the practice, school going age girls are considered ready for marriage (Hari, 2011).

Much attention has been paid to the physical and health effects of FGM on the girl, the social effects especially adaptation to a formal school setting after the practice socialization and the acquisition of knowledge have been neglected. There has consequently been no concerted effort to empower these girls to empower these girls to improve educational prospects as a way of effectively competing academically on the same level as the uncircumcised girl hence creating a gap in knowledge leading to inappropriate policies and regulations regarding the circumcised girl refugee child (Ondieki, 2014).

Female Genital Mutilation results to post traumatic disorder and depression. Some of the immediate complications include severe pain, shock, hemorrhage, tetanus, or sepsis, urine retention, and open sores in the genital region. These complications lead to continuous absenteeism from school, interruptions, poor performance and subsequent termination of schooling prematurely (Ministry of

Health, 2000). FGM causes stagnation of menstrual blood since infibulations leaves only a small part of the vaginal whole. This causes bacterial spread into the vaginal and uterine cavities causing a lot of pain (WHO, 2008). This leads to further absence from school hence negatively affecting the participation of the girl in school.

2.6 Summary of literature review

The above review has clearly shown the various challenges that influence education of the urban refugees according to various scholars. Of special focus is the education of the urban refugee girl. The review has particularly paid attention to the cultural practices that impact negatively to the participation of the refugee girl school. These are female genital mutilation, early marriages, gender roles and the patriarchal nature of culture. Solutions to the problems ailing the refugee girl have not been properly addressed in the review. Sadly, though the refugee girls' access primary education with ease, completing the primary school course is not as easily guaranteed as evidenced by the high rate of drop-outs. This study hopes to come up with solutions and recommendations that will see to it that challenges affecting participation of urban refugee girls of Sudan origin are eradicated or at least minimized.

2.7 Theoretical Framework

This study adopted its theoretical framework from the Ecological Systems Theory by Bronfenbrenners (2005). The theory postulates that individuals encounter different environments throughout their life spans that influence their behavior in

varying degrees. The individual in this study is the urban refugee girl. The theory presents an individual's environment as having five different levels. These levels are micro system, mesosystem, exosystem, macro system and the chrono system.

At the micro system level, the urban refugee girl who is the focus of this study is surrounded by her family or guardians, teachers, classmates, neighbors and all the people she meets on the way to and from school. At the mesosystem, the urban refugee girl has to endure a relationship between teachers and parents or guardians who are not willing to support them in their studies. The refugee girl takes up roles that are designated for females as she grows up. The elements of the micro system of the urban refugee girl affect her negatively when they work against each other like in the case of teachers and parents not working hand in hand and ensuring the refugee girl gets to school in time.

At the exosystem level, the refugee girls are influenced by actions that do not involve them as active participants but nonetheless affects them. An example is when the government of the host country makes decisions that affect the educational routine of the refugee by having them return to the refugee camps. At the macro system level the refugee girl is influenced by an environment that is marred with retrogressive cultural ideologies. These are gender roles, early marriages, female genital mutilation and patriarchal nature of culture. At the chrono system level the refugee girl is faced with the events and transitions over their courses of life as well as the socio historical circumstances. The five systems have an influence of the urban refugee girl's growth.

2.8 Conceptual Framework

According to Mugenda & Mugenda (2003), a conceptual framework is a set of broad ideas taken from relevant fields of inquiry and used to structure a subsequent presentation.

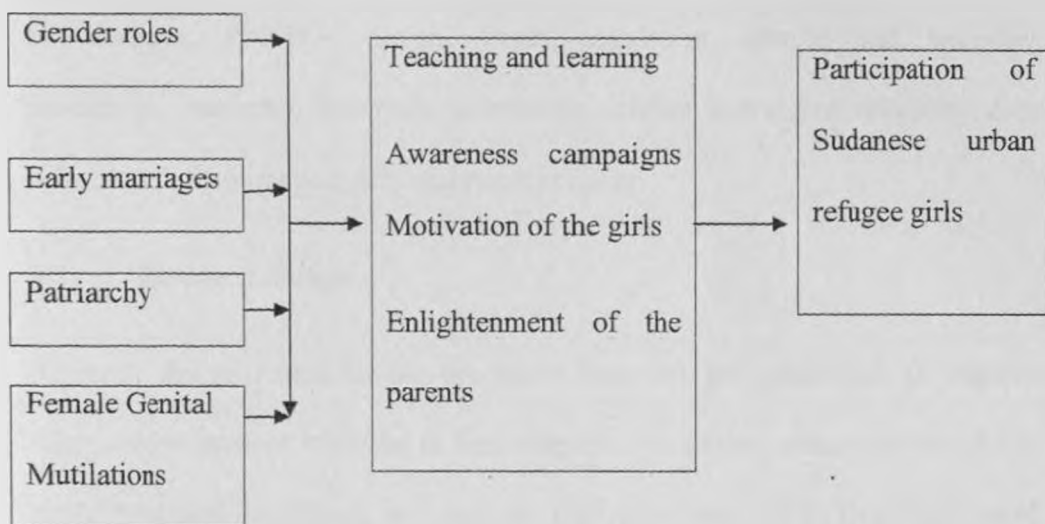


Figure 2.1: Conceptual framework showing factors influencing participation of urban refugee girls in public primary schools

The figure above illustrates the variables that have an influence on participation of Sudanese urban refugee girls in primary schools. The issue of gender roles can be intervened through the teaching and learning processes. Intensive campaigns against child marriage, motivation of the girls to go to school and enlightenment on the dangers of fgm and importance of education of their daughters will enhance and increase participation of the refugee girls.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology which is organized under the following sub-headings; Research design, target population, sample and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis technique.

3.2 Research design

Research design refers to the procedure used by the researcher to explore relationships between variables to form subjects into groups, administer measures, apply treatment conditions and analyze data (Dawson, 2009). This study used descriptive survey design. Orodho (2002) observes that descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Preference for descriptive survey in this study was based on the fact that it would establish the facts concerning the cultural based factors that affect participation of urban refugee girls in Primary schools.

3.3 Target population

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

population for this study consists of 30 public primary schools, 30 head teachers, 400 teachers and 450 urban refugee pupils in Ruiru sub-county.

3.4 Sample size and sampling procedures

A sample is a small portion of target population selected for analysis, (Orodho, 200). Purposive sampling was used to select the 6 primary schools that have a large number of urban refugees. Simple random sampling was used to select respondents in the teacher and pupils brackets. All the head teachers from selected schools were included in this study.

Table 3.1 Sample Size

| Group | Target population | Sample size | Percentage (%) |
|-----------------|-------------------|-------------|----------------|
| Primary schools | 30 | 6 | 20 |
| Head teachers | 30 | 6 | 20 |
| Teachers | 400 | 80 | 20 |
| Urban refugees | 450 | 90 | 20 |
| Total | 910 | 182 | 20 |

This table shows the sample size that was selected from the target population all the public primary schools in Ruiru sub-county. The sample size was 20 percent of the target population of the teachers and 20 percent of the urban refugees. All the head teachers in the 6 primary schools were included in the study.

3.5 Research instruments

The tools of data collection for this study were questionnaires and focus group. Through the questionnaires the participants freely expressed themselves (Mugenda & Mugenda, 2003). Two sets of questionnaires were made available for the head teachers and teachers. The questionnaires had two sections each. Section A dealt with demographic data while section B was on perceptions on the factors affecting participation of urban refugee girls in primary schools in Ruiru sub-county. Focus groups were small (5-15) individuals and were composed of a group whose beliefs, practices, or opinions were sought (Ary, Razavie, Soresen, 2006). The researcher held focus group discussions with boys and girls to seek their beliefs and opinions on cultural factors influencing participation of urban refugee girls in school.

3.6 Validity of the instrument

Validity of research instrument refers to the extent to which a test or instrument measures what it is intended to measure (Mbweza, 2008). A pilot study was conducted in 2 schools in Ruiru sub-county to determine the instrument validity of the questionnaires. The two schools were not to be included in the final study. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Discrepancies were addressed by the relevant corrections. According to Mugenda and Mugenda, (2003) validity is established by expert judgment. As such, content validity of the research of this

study was based on appraisals and assistance sought from the supervisors with a view to having a credible content validity.

3.7 Instrument reliability

Mugenda & Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or both data after repeated trial. To ensure reliability the researcher employed test-retest technique. This involved administering the test to one appropriate group selected randomly. After the lapse of one week the same test was be administered to the same group.

The two sets of scores were correlated using the Pearson's product moment correlation coefficient formula to determine the correlation coefficient (r) between the two sets of scores.

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

Where x=first set of scores; y=second set of scores; $\sum x$ =the sum of the first set of scores; $\sum y$ = the sum of second set of scores; $\sum x^2$ = the sum square of first set of scores. $\sum y^2$ =to the sum square of second set of scores; $\sum xy$ =the sum of cross product of x and y and n=total number of respondents. The two sets of questionnaires had a correlation of 0.88 and according to Mugenda & Mugenda (2003), reliability coefficient above 0.80 is satisfactory.

3.8 Data collection procedures

A research permit was sought by the researcher from the National Council for Science and Technology (Ministry of Higher Education) before embarking on the study. A visit to the District Education Office (DEO) was made to discuss the research visits to the schools. The researcher wrote letters to head teachers seeking to carry out the study in their schools. The researcher personally administered the questionnaires to the head teachers and teachers in the selected schools. The researcher also conducted the focus group discussion with the pupils and took notes. Respondents were assured that strict confidentiality would be maintained in dealing with their identities. Duly completed questionnaires were collected immediately.

3.9 Data analysis techniques

According to Mugenda & Mugenda (2003), the collection of data is the most crucial operation in the execution of a good research design. Coding and entering data into Statistical Package for Social Sciences (SPSS) was done after collecting the questionnaires from respondents. Data collected was both quantitative and qualitative in nature.

Quantitative data analysis consisted of measuring numerical values from which descriptors such as mean and standard deviations were made. Descriptive statistics such as percentages, means and frequencies were used to report the data. The results of data analysis were reported in summary form using frequency tables. Qualitative data analysis for open ended questions was done using content

analysis. Content analysis described the form or content of written or spoken material. Ideas were grouped into themes. The frequency of different descriptions was generated by categorizing and coding pieces of data and grouping them into themes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and presentations on investigation into the factors influencing Sudanese urban refugee girls' participation in public primary schools in Ruiru sub-county. Responses from public primary school head teachers, teachers and Sudanese urban refugee boys and girls are presented. The first section provides demographic information collected from the respondents from Ruiru sub-county. The second section presents the analysis of the factors that influence participation of Sudanese urban refugee girls in primary schools.

4.2 Questionnaire return rate

The researcher sought to determine the questionnaire return rate from the head teachers and teachers. The findings were as shown in table 4.1 below;

Table 4.1 Respondent's questionnaire return rate

| Respondent | Sampled | Returned | Percent return rate |
|---------------|-----------|-----------|---------------------|
| Head teachers | 6 | 6 | 83.3 |
| Teachers | 80 | 80 | 6.7 |
| Total | 86 | 86 | 100.0 |

The 100 percent questionnaire return rate can be attributed to the fact that the respondents were quite cooperative. As such the collected data was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection.

4.3 Demographic information of respondents

This refers to the personal characteristics of the respondents. The head teachers and teachers were required to indicate their gender, age, length of service and professional qualifications as well as the number of urban refugee pupils in their schools by gender. The purpose of this information was to establish if these respondents were professionally trained and experienced enough to understand and respond to the questionnaire items efficiently.

4.3.1 Demographic information for head teachers

The head teachers were required to provide their gender. The findings are as presented in table 4.2 below

Table 4.2. Distribution of head teachers by gender

| Gender | Frequency | Percent (%) |
|---------------|------------------|--------------------|
| Male | 5 | 83.3 |
| Female | 1 | 16.7 |
| Total | 6 | 100 |

From the above table, the male head teachers are more (83.3 percent) than the female ones (16.6 percent). This calls for more females in the administration so that the urban refugee girls may share with confidence the problems that hinder their participation in school.

4.3.2 Head teachers by age bracket

The head teachers were required to indicate their age. Age was found to be of paramount importance if the urban refugees were to be instructed properly.

Table 4.3 Distribution of head teachers by age

| Age (years) | Frequency | Percent |
|--------------|-----------|--------------|
| 41-50 | 3 | 50.0 |
| 51-60 | 3 | 50.0 |
| Total | 6 | 100.0 |

All the head teachers fall in the age bracket of 41-50 (50 percent) and 51-60 (50 percent) respectively. This indicates that the head teachers have acquired a lot of skills in the profession and therefore are capable of offering guidance and proper guidance and direction to the urban refugee girls.

4.3.3 Head teachers' professional qualifications

The head teachers were required to provide their highest professional qualification levels. Table 4.4 displays the findings

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Table 4.4 Distribution of head teachers by professional qualification

| Professional qualifications | Frequency | Percent |
|------------------------------------|------------------|----------------|
| B/ED | 1 | 16.6 |
| M/ED | 5 | 83.4 |
| Total | 6 | 100.0 |

The above findings are an indication that all the head teachers are well trained. This enabled them to be well informed on academic matters as well as being well equipped to head their respective schools.

4.3.4 Head teachers' length of service

The head teachers were required to indicate their length of service in their current work stations. The findings are displayed in table 4.5 below

Table 4.5 Distribution of head teachers by length of service

| Length of service | Frequency | Percent |
|--------------------------|------------------|----------------|
| 4-6 | 2 | 33.3 |
| Over 7 years | 4 | 66.7 |
| Total | 6 | 100.0 |

4.3.5 Enrolment of urban refugee girls in schools

The head teachers were required to indicate the enrolment of urban refugee pupils in their respective schools. Table 4.6 displays the total findings of the pupils by gender.

Table 4.6 Distribution of urban refugee pupils by gender

| Gender | Frequency | Percent |
|--------------|------------|--------------|
| Male | 327 | 72.6 |
| Female | 123 | 27.4 |
| Total | 450 | 100.0 |

From table 4.6 above it is evident that urban refugee boys' enrolment is slightly higher than that of girls. These results agree with other studies such as Hawke, 2001 that girls are taken from school to either marry early or undergo female genital mutilation.

4.3.6 Demographic information of teachers

The researcher sought to find out the gender among the teachers. The findings are displayed in the table below.

Table 4.7 Distribution of teachers by gender

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 36 | 45.0 |
| Female | 44 | 55.0 |
| Total | 80 | 100 .0 |

From the table above, a majority of teachers (55percent) are females. This is a positive attribute since these teachers not only act as role models to the urban refugee girls but as act as their confidants in matters affecting them.

4.3.7 Age of teachers

The teachers were required to indicate their age bracket. The findings are displayed in the table below

Table 4.8 Distribution of teachers by age

| Age bracket | Frequency | Percent |
|-----------------------|------------------|----------------|
| 31-40 | 5 | 6.25 |
| 41-50 | 57 | 71.25 |
| Above 50 years | 18 | 22.50 |
| Total | 80 | 100.0 |

Generally majority of teachers as shown in the table above (93.75 percent) are over 40 years. This is a positive attribute since they are not only of age to

understand what all urban refugee girls in school but also are like parents to these girls.

4.3.8 Teachers level of education

Table 4.9 Distribution of teachers by level of education

| Education level | Frequency | Percent |
|------------------------|------------------|----------------|
| ATS 1 | 1 | 1.2 |
| P1 | 20 | 25.0 |
| Diploma | 6 | 7.6 |
| BED | 24 | 30.0 |
| MED | 29 | 36.2 |
| Total | 80 | 100.0 |

From the findings above, generally, a majority of teachers are first and second degree holders. This is a positive attribute since for effective learning to take place, a highly trained teaching force is crucial. This is an indicator that all the teachers in a nutshell are well informed and equipped to carry out their professional duties.

4.3.9 Teachers professional experience

The researcher sought to find out the teachers' length of stay in their current profession. The findings are displayed in the table below

Table 4.10 Distribution of teachers by teaching experience

| Teaching Experience | Frequency | Percent |
|----------------------------|------------------|----------------|
| 1-5 years | 3 | 3.7 |
| 6-10 years | 14 | 17.5 |
| 11-15 years | 65 | 81.4 |
| Over 16 years | 8 | 11.4 |
| Total | 80 | 100.0 |

From the above findings, a majority of the teachers (81.4 percent) have stayed in the same station for between 11 to 15 years. This is encouraging since it is an indicator that they have interacted with urban refugee girls for a long time and they therefore understand the difficult experiences and circumstances that hamper their participation in school.

4.4 Extent to which gender roles influence participation of urban refugee girls in school

The head teachers were required to indicate the gender roles that contributed to urban refugee girls' participation in school. Unanimously, all the head teachers indicated that urban refugee girls did a lot of washing, cooking, fetching water, working for income and looking after siblings. This is in agreement with findings from the UNESCO, (2011) that girls are assigned home making household chores like food preparation, cooking, fetching firewood and water, washing clothes and looking after younger siblings.

Table 4.11 Teachers' responses on reasons for urban refugee girls' low participation in school in percentage (%)

Key of responses: strongly agree 1, disagree 2, strongly disagree, 3 agree 4

| Statement | Agree | Strongly Agree | Disagree | Strongly Disagree |
|--|--------------|-----------------------|-----------------|--------------------------|
| Urban refugee girls do a lot of work at home | 6.2 | 87.5 | 4.0 | 2.2 |
| Urban refugee girls arrive late at school | 8.7 | 77.5 | 3.7 | 0 |
| Urban refugee girls are absent from school looking after siblings | 31.2 | 53.7 | 8 | 7.0 |
| Those with lower academic prospects drop out of school | 15.0 | 73.1 | 3.7 | 8.1 |
| Those who undergo fgm are taken care of by their siblings | 23.7 | 61.75 | 11.2 | 3.2 |
| Urban refugees girls are Absent from school to work for an income | 23.6 | 71. | 4.0 | 1.0 |
| Refugee parents force their children into early marriage | 12.6 | 76.2 | 7.3 | 3.8 |

N = 80

From the first statement, generally, a majority of teachers (94.75percentage) agree that urban refugee girls do a lot of work at home. This is in agreement with the UNESCO (2011) findings that urban refugee girls are assigned home making household chores like food preparation, fetching water and firewood, washing clothes and looking after siblings. They are in fact absent from school looking after siblings as reported by a majority of teachers (85percent).Additionally, F.G.M and health related complications as reported by a majority of teachers (85 percent) make them to be absent from school and their siblings miss school to care for them.

Parents interfere with urban refugee girls' participation in school since they force their daughters into early marriages as generally reported by a majority of teachers (88.8 percent). This is in line findings from Achiek (2013) that daughters are seen as a source of income and this is evidenced by their high dropout rate hence reducing their participation rates in school.

4.4.2 Urban refugee girls' punctuality in reporting to school.

When a pupil arrives early at school, she or he gets ample time not only to finish pending assignments but also to revise school work as well as read ahead of the teacher. As such the researcher sought to establish whether urban refugee girls report early as required by the schools. The findings are displayed on the table below

4.12 Teachers' responses on urban refugee girls' punctuality in reporting to school.

| Punctuality of refugee girls | Frequency | Percent |
|-------------------------------------|------------------|----------------|
| Not Punctual | 67 | 83.8 |
| Punctual | 13 | 16.2 |
| Total | 80 | 100.0 |

Findings from the table above reveal that a majority of the teachers (83.75 percent) reported that urban refugee girls were late to report to school. This could be attributed to the household chores which they have to do before reporting to school as observed by a study by UNESCO (2011) which has it that girls are often late for school in the morning as a result of completing the household chores thus ending up missing the morning lessons. This not only hurts their participation in school generally and in academic particularly.

4.4.3 Overall academic achievement of urban refugee girls

The researcher sought to determine the overall academic achievement of urban refugee girls in public primary schools.

Table 4.13 Academic achievement of urban refugee girls

| Academic achievement | Frequency | Percent |
|-----------------------------|------------------|----------------|
| Poor | 4 | 66.7 |
| Fair | 2 | 33.3 |
| Total | 6 | 100.0 |

Findings from table 4.8 above are a clear indication that a majority of urban refugee girls (66.7 percent) perform dismally with only a handful of them (33.3 percent) performing fairly. This is a waste of the Kenyan government resources which does not discriminate urban refugee pupils in as far as access to free primary school education is concerned (Children's Act, 2010). Additionally the same findings confirm (World Bank, 2012) findings that the number of hours spent by urban refugee girls performing house hold chores and other tasks mean that little time and energy is left to devote to academic work and hence the poor academic performances.

The researcher sought to find out from a focus group discussion with boys the household chores that girls were involved in. All the boys unanimously reported that urban refugee girls were involved in washing clothes, cleaning utensils, bathing and feeding the young ones, cooking food as well as fetching water. This is in agreement with what was reported by all the head teachers and teachers .On their part, the boys reported that their household tasks are doing repairs on broken furniture, running shopping errands and providing security to the family and to

their sisters on their way to and from school. Security provision confirms what teachers had earlier reported as a factor towards poor participation among these girls in school. According to these boys, girls majorly dropped out of school due to early marriages, confirming what has earlier been observed by various studies as well as the head teachers and the teachers.

4.5 Extent to which early marriages of refugee girls' influence participation

The head teachers were required to indicate the extent of early marriages among urban refugee girls. The findings are displayed in the table below

Table 4.14 Prevalence of early marriages among urban refugee girls

| Early marriage | | |
|-----------------------|------------------|----------------|
| Prevalence | Frequency | Percent |
| Rare | 0 | 0 |
| Very rare | 1 | 16.6 |
| Common | 3 | 50.0 |
| Very common | 2 | 33.4 |
| Total | 6 | 100.0 |

The findings from table 4.9 reveal that a majority of head teachers (83.3 percent) generally reported that early marriages were prevalent among urban refugee girls. This can be attributed to the fact that their parents not only support the practice as a way of avoiding early pregnancy (Nguyen,2012) but also girls are more often than not taken from school to marry (Hawke ,2001)

4.5.1 Ratings on factors influencing participation of urban refugee girls in primary school

The researcher sought to determine the Head teachers' opinions on what generally influenced urban refugee girls' participation in school. The findings are as displayed in table 4.7

Table 4.15 Factors influencing urban refugee girls' participation in percentage (%) according to the Head teachers

| Statement | Agree | Strongly Agree | Disagree | Strongly Disagree |
|---|-------|----------------|----------|-------------------|
| Urban refugee girls perform well in Maths and science subjects | 2 | 0 | 16.6 | 81.4 |
| Refugee parents support early marriages for their children | 33.3 | 50 | 16.7 | 0 |
| Refugee parents always attend school functions for their children | 0 | 0 | 16.6 | 83.4 |
| Urban refugee girls who undergo fgm return to school | 6.6 | 6.8 | 16.6 | 70 |

N = 6

Findings from the above table revealed that while an overwhelming majority of head teachers (98 percent) disagreed that urban refugee girls perform well in Mathematics and sciences just a few of them (2 percent) agree with the same statement. This is in agreement with what the UNESCO (2011) has by observing

that Mathematics and science lessons are normally taught in the morning at which time most of these urban refugee girls are still at home carrying out household chores. Therefore they can hardly perform well in these subjects.

From the second statement, a majority of head teachers (83.3 percent) generally agreed that urban refugee parents support early marriages for their children. This confirms an observation by Nguyen & Wooden (2012) that Sudanese parents support early marriages for their children as a way of avoiding early pregnancy. Any girl who refuses to marry early as ordered by her parents is in dire need of protection, support and education. These girls risk a violent punishment even sometimes to death (Human Rights Watch, 2012).

Findings from the third statement were that all the head teachers unanimously disagreed that parents always attend school functions so as to be aware of their daughters' academic and general progress in school. This means that urban refugee girls receive no kind of support from their parent in matters academic. This confirms an observation by Achiek, 2013, that Sudanese daughters are seen as a source of income through the dowry that is paid to the parents for their marriage while boys continue with their education. This implies that boys are supported education wise by their parents as opposed to girls.

Findings from the fourth statement revealed that generally, a majority of the head teachers (86.6 percent) disagreed that urban refugee girls who undergo female

genital mutilation hardly return to school while 13.4 percent agreed with that statement. This shows that there is a section of refugee parents who still valued education for their daughters even after undergoing female genital mutilation.

4.6. Influence of patriarchy in the nature of culture on refugee girls'

Participation in school

The researcher sought to establish whether preference of the boy child among the Sudanese affected participation of the urban refugee girl.

4.6.1 Support for urban refugee girls from home

The researcher therefore sought to determine whether urban refugee parents provided their daughters with extra learning materials such as story books and revision materials. The findings are displayed in table 4.10

4.16 Provision of learning materials for urban refugee girls

| Provision of materials | Frequency | Percent |
|------------------------|-----------|------------|
| Provided | 1 | 16.6 |
| Not provided | 5 | 83.4 |
| Total | 6 | 100 |

From the above findings, a majority of head teachers (83.4 percent) reported that urban refugee girls were not provided with extra learning materials. This shows

that these parents do not support education for their daughters but they do support that of their sons.

4.6.2 Frequency urban refugee girls are sent home

The researcher sought to find out how often urban refugee girls are sent home for example to bring examination fees. The findings are displayed in the table below.

4.17 Teachers' responses on urban refugee girls' frequency of being sent home

| Frequency of being home | Frequency | Percent |
|-------------------------|-----------|--------------|
| Very often | 72 | 90.0 |
| Moderately often | 5 | 6.3 |
| Less often | 3 | 3.7 |
| Total | 80 | 100.0 |

From the above findings, a majority of teachers (90 percent) reported that many are the times that urban refugee girls are sent home mostly to collect examination fees. This greatly affects their participation in school. The boys revealed that it was easy for them to effectively participate in school because their parents supported their education by for example paying examination fees promptly, not working for an income as well as being counseled and guided at school. It was difficult for the girls to participate effectively at school as reported by the boys due to the fact that girls did a lot of household chores.

This confirms what was earlier reported by the head teachers, teachers and various studies. Additionally, these girls lacked commitment in their studies; a fact that was reported by some of the teachers through interview. Also, the fact that the girls knew that at some point, they would be married of made them lack serious commitment in education thereby participating less. The researcher sought to find out from these girls who are the focus for this study what actually influences their participation in school. It has been revealed by the head teachers and the teachers that these groups of girls' attendance to school are poor. Concerning the support given by parents to the boys the girls reported that boys are bought extra books for reading and writing on, provided with pocket money and assigned no duties in the morning at home or in school.

This was again confirmed by teachers through interviews who reported that the boys are more focused than the girls since they are provided with all that they require for their school work by their parents. Additionally, a study by Hersh (1998) agrees with these findings when it reveals that preference for sons is a powerful cultural tradition in Africa and even stronger among the Sudanese. It manifests itself in neglect, deprivation and discriminatory treatment of daughters to the detriment of their well being physically, mentally and intellectually.

4.7 Influence of female genital mutilation on refugee girls' participation in primary school

The researchers sought to establish the extent to which FGM influenced participation of urban refugee girls in primary schools.

4.7.1 Urban refugee girls' academic achievement in specific subjects

The researcher sought to establish how urban refugee girls performed in the five subjects offered at primary school level in the midst of the various factors working against their full participation and more so the recurring absence especially during the periods of rites of passage . The findings are displayed in the table below.

Table 4.18 Teachers' responses on urban refugee girls' academic performance in school

| Subject | Poor | Fair | Good | Total |
|----------------|------|------|------|-------|
| English | 91.2 | 5 | 3.7 | 100.0 |
| Kiswahili | 95.0 | 5.0 | 0.0 | 100.0 |
| Mathematics | 96.2 | 2.3 | 1.5 | 100.0 |
| Science | 97.5 | 2.5 | 0 | 100.0 |
| Social studies | 83.3 | 13.4 | 3.3 | 100.0 |

N =80

A majority of the teachers in this study (over 90 percent) generally reported that urban refugee girls performed poorly in all the five subjects. It is interesting to

note that no urban refugee girl performed well in both Kiswahili and science subjects indicating that something needs to be done.

A study by the UNESCO (2011) revealed that urban refugee girls have a lot of household's chores to do is an observation that has already been confirmed by a majority of the head teachers, teachers as well as urban refugee boys and girls. This has there greatly indented their academic performance. Additionally, the number of hours spent performing household chores during initiation rites in their homes and other tasks meant little time and energy is left to devote for academic work.

This study has established that Female Genital Mutilation has a relationship with girls not fully participating in school and eventually dropping out of school before completing their primary school education and therefore causing a high female illiteracy rate. Healing takes time and this result to more absence from school. A majority of the teachers (95.8percent) generally also felt that urban refugee girls absented themselves from school to work for an income. This is in line with the UNESCO (2011)'s findings that some parents prefer to keep their children from school and engage in income earning activities to supplement the family income.

A majority of the head teachers reported that retrogressive cultural practices such as Female Genital Mutilation and early marriages still worked against smooth participation of urban refugee girls in school. Additionally, the girls felt insecure on their way to and from school as well as in school as reported by 16.6 percent of the head teachers .This can be attribute to the preference for sons that leads to

neglect deprivation, discrimination of the urban refugee girls (Hersh, 1998) as well as lack of parental support as reported by 33.33% of the head teachers.

4.7.2 Urban refugee girls' school attendance

The researcher sought to find out how urban refugee girls school attendance was like. The findings are displayed in the table below

Table 4.19 Teachers' responses on urban refugee girls' school attendance

| Girls attendance | Frequency | Percent |
|-------------------------|------------------|----------------|
| Poor | 63 | 78.7 |
| Fair | 13 | 16.3 |
| Good | 4 | 5.0 |
| Total | 80 | 100.0 |

The above findings indicate that a majority of teachers (78.7 percent) reported that urban refugee girls had a poor attendance record to school. This could be attributed to the fact that they were either looking after sibling tired of doing a lot household chores, working for an income or have undergone F.G.M as earlier as; looking after siblings, female genital mutilation and cultural celebrations at home noted. In the focus group discussion girls cited causes of poor attendance to school, menarche among others. Upon being probed further on these cultural rites, the girls mentioned, birth, marriages, religious and initiation rites.

Studies by (UNESCO, 2011) confirm that these rites coincide with the school dates and this worsened the situation of absenteeism from school. It is worth noting that boys never mentioned Female Genital Mutilation as a factor that influences girls' participation in school. However the urban refugee girls reported that F.G.M existed and that those who underwent it either got married immediately or stayed at home. This is further confirmed by the teachers, head teachers. The urban refugee girls recommended that awareness should be created on the harmful effects of Female Genital Mutilation as well as early marriages. They strongly felt that these retrogressive cultural practices should be criminalized in Sudan as it is in Kenya. They also requested that their parents should support them the way they support their brother in matters education.

4.8 Other factors influencing urban refugee girls' participation in school

The researcher sought to find out from the head teachers any other reasons that contributed to low participation among urban refugee girls in school. The findings are displayed in table 4.11 below

Table 4.20 Other reasons for low participation among urban refugee girls according to the head teachers

| Reasons for low participation | Frequency | Percent |
|--------------------------------------|------------------|----------------|
| Lack of parental support | 2 | 33.4 |
| Insecurity | 1 | 16.6 |
| Early marriages | 3 | 50.0 |
| Total | 6 | 100.0 |

From the above findings, other reasons for low participation of the girls emerged. These included lack of support from parents, insecurity and early marriages. These are attributed to the fact that urban refugee parents do not regard education of the refugee girl as highly as they do to that of the boy refugee. This is in agreement with a study by (Hersh, 1998). Half of the head teachers agreed that early marriages contributed to low participation of refugees as a study from (UNESCO, 2010) indicated.

4.8.1 Poor participation among urban refugee girls

The researcher further sought to determine other factors that influence urban refugee girls' participation in school. The findings are displayed in the table below.

Table 4.21 Teachers' responses on other factor influencing urban refugee girls' participation in school

| Response | Frequency | Percent |
|---|------------------|----------------|
| General lack of Parental support | 22 | 27.5 |
| Urban refugee girls Height and age | 18 | 22.5 |
| Trauma | 17 | 21.2 |
| Poverty | 5 | 6.3 |
| Insecurity | 6 | 7.5 |
| Language problems | 12 | 15.0 |
| Total | 80 | 100.0 |

From the above findings other factors influencing participation of urban refugee girls in school emerged. They included urban refugee girl's height and age as reported by 22.5 percent of the teachers. This attribute led these girls to be intimidated and out of place in the presence of the more young native ones and therefore could hardly participate in any activity together. Trauma also emerged as another hurdle towards these girls' participation in school as reported by 21.2 percent of the teachers. This could be attributed to the fact that these girls are from South Sudan which is a civil war country and teachers didn't seem to be able to handle the trauma cases among these girls as discovered through the researcher's informal interview with them. Language issues as reported by 15

percent of the teachers also emerged. This could be the reason so many of these girls performed dismally in the languages as earlier reported by the teachers. Being in a new country posed insecurity and poverty issues as reported by 7.5percent and 6.2 percent of the teachers respectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises the summary of the study, summary of the findings of the study and conclusions drawn from the findings of the study. Recommendations made from the findings and suggestions for further research are also presented.

5.2 Summary of the study

The purpose of this study was to establish the factors that influence participation of Sudanese urban refugee girls in public primary schools in Ruiru Sub County, Kiambu County, Kenya. The study was guided by four research objectives which were formulated by the researcher. These objectives were: to establish the extent to which gender roles influence participation, to assess the extent to which early marriages influence participation, to identify the extent to which the patriarchal nature of culture influences participation and to examine the extent to which female genital mutilation influences participation of Sudanese urban refugee girls in public primary schools.

The study adopted a descriptive survey design to gather both qualitative and quantitative data. The target population for this study was 30 public primary schools, 30 head teachers, 400 teachers and 450 urban refugees. Data was collected using questionnaires for head teachers and teachers as well as focus group discussions with Sudanese urban refugee girls and boys.

5.3 Summary of the Findings

The study established that gender roles such as washing clothes, cooking, cleaning utensils and the house, fetching water and looking after siblings influenced participation of urban refugee girls in school to a great extent. Some girls were also forced by their parents to work for an income to supplement the family income. This hindered their full participation in school since they either reported late to school as reported by 83.7 percent of the teachers or performed poorly in academic work as reported by 66.6 percent of the head teachers. Time spent performing household chores left very little time and energy to devote to academic work. When the girls report late for school due to household chores they end up missing the morning lessons. Sometimes these are Mathematics and Science consequently performing poorly in them.

Early marriages also emerged as a contributor to poor participation among Sudanese urban refugee girls to a very great extent. In fact urban refugee boys and girls confirmed this during the focus group discussions. Half of the head teachers (50 percent) as well as a majority of the teachers (76.2 percent) agreed with this. Parents support the practice in spite of the fact that early marriages constitute a violation of rights of the girls and profoundly affect the lives of Sudanese refugee girls. Early marriage deprives a girl of her adolescence and denies girls of school age their right to education. This is oblivious of the fact that these girls need education for their personal development, preparation for adulthood and their effective contribution to the well being of their family and society.

The patriarchal nature of the Sudanese culture to a great extent affected the participation of Sudanese urban refugee girls in public primary schools as revealed by a majority of the head teachers (83.3 percent) who reported that the refugee parents do not provide extra learning materials and also have to be pushed to pay examination fees for their daughters, yet they do this with ease for their sons. Additionally, 50 percent of the head teachers reported that refugee parents hardly attend school functions for their daughters as much as they do for their sons. This was confirmed by the urban refugee boys during the focus group discussions who reported that they receive a lot of support monetary, emotionally and materially from their parents and guardians. They are also not as overworked at home as the girls. All this is an indicator that the Sudanese refugee parents prefer the boy child to the girl child.

Female genital mutilation is rife among the Sudanese community as reported by half of the head teachers (50 percent). This finding was further confirmed by a majority of the teachers 68.7 percent who actually reported that the urban refugee parents supported this retrogressive act. The study established that refugee girls who underwent FGM hardly returned to school branding it an institution for children.

Informal interviews with teachers revealed that the Sudanese culture allows their boys to get married, bear children with their wives and still remain in school unlike their female counterparts who immediately drop out of school after getting married. This explains why boys' participation in school is better than that of

girls. A majority of the urban refugee girls are orphaned and either lives with relatives or people of good will. Sudanese children are paired up at an early age, an aspect that not only makes them marry early but also marry exclusively from the Sudanese community. This could be the reason early marriages are very prevalent as reported by a majority of head teachers (50 percent) and a majority of teachers (76.2 percent) as well as all the urban refugee boys and girls in the focus group discussion. The informal interview also revealed that girls are traumatized as evidenced by the fact that they are mostly bitter and uncooperative with not only the teachers and the school administration but also other pupils. Consequently, these girls hardly get acquitted with the school program and this contributes further to their poor participation in school.

5.4 Conclusions of the study

Several factors came out as contributors to the low participation of Sudanese urban refugee girls in primary schools. These included: gender roles, early marriages, patriarchal nature of culture and female genital mutilation. The study established Sudanese urban refugees were very loyal to their cultural practices which in turn hindered participation of the refugee girls at school.

5.5 Recommendations of the study

From the foregoing, it is clear that urban refugee girls' participation in public primary schools in Ruiru Sub County is generally poor. To reverse this trend, the researcher makes the following recommendations based on the findings:

- i. The Ministry of Education in collaboration with the UNHCR as well as the UNESCO should create awareness programs among the refugee communities on the harmful effects of female genital mutilation and early marriages.
- ii. Organizations concerned with the refugees in Kenya should work with the government and all educational stakeholders to enlighten the refugee parents on the importance of educating their refugee girls.
- iii. The government of Kenya should protect the urban refugee girls from female genital mutilation by imposing stiffer penalties for all the perpetrators of vice.

5.4 Suggestions for further research

This study sought to establish the factors that influence participation of urban refugee girls in public primary schools in Ruiru Sub County, Kiambu County, Kenya. Following the research findings, the researcher makes the following recommendations:

- i. A study on factors influencing participation of urban refugee boys in primary schools.
- ii. A study on factors influencing academic achievement of urban refugee pupils in primary schools.
- iii. A study on institutional factors influencing refugees' performance of languages in primary schools.

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APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi

Department of educational Administration and Planning

P.O Box 30197

Nairobi

Dear sir/ madam,

**RE: CULTURAL FACTORS INFLUENCING SUDANESE URBAN REFUGEE GIRLS'
PARTICIPATION IN PUBLIC PRIMARY SCHOOLS IN RUIRU SUB-COUNTY**

I am a post-graduate student taking a Masters of Education degree course at the Department of Education Administration and Planning, Faculty of Education, University of Nairobi. I am undertaking the above mentioned study. This is in partial fulfillment for the award of degree in Masters of Education in Education in Emergencies. Kindly allow me to carry out a survey in your school.

Thanks in advance for assistance offered to me.

Yours Faithfully

Jane Muthoni Thuo

APPENDIX: 11

HEAD TEACHERS QUESTIONNAIRE

Instructions: This questionnaire has five parts; you are required to answer all questions as instructed. Your personal information is not required and the information you give will be treated with confidence. It will only be used for the purpose of this study.

SECTION A: DEMOGRAPHIC DATA

Answer by putting a tick [] or by filling in the spaces provided.

1. What is your gender? Male [] female []
2. What is your age bracket? Up to 30 years [] Between 31-40 years []
[] between 41-50 [] above 50 years []
3. What is your highest education qualification? M.Ed [] B.Ed [] Diploma []
P1 [] Others? Specify.....
4. For how long have you worked in your current station? Less than a year []
2-3 years [] 4-6 years [] Over 7 years []
5. What is the enrolment of urban refugees in your school? Boys.....Girls.....

SECTION B: Gender roles and participation of refugee girls

6. Urban Refugee girls do not perform well in Mathematics and Sciences

compared with boys.

Agree [] Strongly Agree [] Not Sure [] Disagree [] Strongly Disagree []

7. In your opinion, what gender roles contribute to low participation of urban Refugee girls in your school?

Washing [] Cooking [] Fetching water [] Working for income Looking after siblings [] All the above []

8. How would you describe the overall academic achievement of urban refugee girls in your school?

Very poor [] Poor [] Average [] Good [] Very good []

SECTION C: Early marriages and participation of refugee girls

9. How would you describe early marriages among urban refugee girls in your school?

Rare [] Very rare [] Common [] Very Common []

10. Urban refugee parents support early marriages for their children. Agree [] Strongly Agree [] Not Sure [] Disagree [] Strongly Disagree []

11. Tick against what in your opinion are the reasons for early marriages

Dowry [] Academic weakness [] Early pregnancy [] Lack of support []

SECTION D: Patriarchal nature of culture and participation of refugee girls

12. Urban Refugee parents always attend school functions for their daughters.

Agree [] Strongly Agree [] Not sure [] Disagree [] Strongly Disagree []

13 Do urban refugee parents provide their daughters with school materials such as extra reading materials? Yes [] No []

If Yes, give reasons.....

SECTION E: Female Genital Mutilation and participation of refugee girls

14. Urban Refugee girls are frequently absent from school due to initiation rites that take place in their homes. Yes [] No []

15. If yes, which rites?

16. Urban Refugee girls who undergo female genital mutilation hardly return to school. Agree [] Strongly Agree [] Not Sure [] Disagree [] Strongly Disagree []

17. Explain what influences urban refugee girls' participation at school.....

APPENDIX 111:

TEACHER'S QUESTIONNAIRE

This questionnaire has five parts. You are required to answer all questions as per the given instructions. The information you give will be used only for the purpose of this study.

SECTION A: Demographic data

This section requires you to give general information. Tick [] in the appropriate box or fill in the spaces provided.

1. What is your gender? Male [] Female [
2. What is your highest education qualification? M.Ed [] B.Ed [
Diploma [] P1 [
- 3) What is your age-bracket? Up to 30 years [] between 31-40 years [
between 41-50 years [] Above 50 years [
4. What is your of stay in the teaching profession? 1-5 years [] 6-10 years [] 11-
15 years [] 16-20 years [] Over 21 years [

SECTION B: Gender roles and urban refugee girls' participation

5. Use the following five point scale for this section

(1) Strongly agree (2) Disagree (3) Not sure (4) Agree (5) strongly agree

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Urban refugee girls are overworked at home | | | | | |
| Urban refugee girls often arrive late to school do to a lot household chores | | | | | |
| Urban refugee girls are frequently absent from school looking after siblings | | | | | |
| Urban refugee girls work to earn an income thereby missing out of school | | | | | |
| Urban refugee girls do a lot of work at school | | | | | |

6. How would you describe urban refugee girls' school attendance? Poor []

Fair [] Good []

Section C: Early marriages and urban refugee girls' participation

7. Are there case of early marriages in your class among urban refugee girls? Yes [] No []

If yes, give reasons.....

8. Urban refugee girls with lower academic prospects drop out and marry early.

Agree [] Strongly Agree [] Not sure [] Disagree [] Strongly Disagree []

9. Parents of urban refugee girls force their daughters into early marriages.

Agree [] Strongly Agree [] Not sure [] Disagree [] Strongly Disagree []

SECTION D: Patriarchal Nature of Sudanese Culture and participation

10. How often do urban refugee girls report late to school? Moderately often []

Often [] Very often []

11. How would you rate urban refugee girls in the following subjects?

| Subject | Poor | Fair | Good |
|-------------|------|------|------|
| Mathematics | | | |
| English | | | |
| Kiswahili | | | |
| Science | | | |
| Social | | | |
| Studies | | | |

12. How often are urban refugee girls sent home for such school requirements as school uniform and examination fees? Less often [] moderately often [] Very

often []

SECTION E: Female Genital Mutilation and urban refugee girls'

participation

13. Female genital mutilation is practiced among urban refugee girls. Agree []
Strongly Agree [] Not sure [] Disagree [] Strongly Disagree []

14. Urban Refugee girls who have undergone female genital mutilation are frequently absent from school due to its health consequences.

Agree [] Strongly Agree [] Not sure [] Disagree [] Strongly Disagree []

15. Explain the main factor that influences participation of urban refugee girls.....

APPENDIX IV:

FOCUS GROUP DISCUSSION GUIDE FOR REFUGEE GIRLS

- 1) Name all the household tasks that you carry out at home.
- 2) What tasks do boys carry out at home?
- 3) Are there girls that you know who stopped attending school?
- 4) What are the reasons that made the girls that you know stop coming to school?
- 5) What hinders you from participating fully at school?
- 6) What support is given to the boys at home so that they can participate at school
- 7) Are there girls you know that have undergone female genital mutilation?
- 8) Where are those girls you know that underwent female genital mutilation?
- 9) What can be done to improve your participation at school?

APPENDIX V:

FOCUS GROUP DISCUSSION GUIDE FOR REFUGEE BOYS

1. What are the household tasks that girls take up at home?
2. What are the tasks that boys do at home?
3. Do you know of girls who drop out of school?
4. What happens to the girls who dropped out of school?
5. What are the things that make it possible for boys to fully participate in school?
6. What are the things that make it difficult for girls to fully participate at school?
7. How do the things mentioned in no.6 affect the participation of the girls at school?
8. Give suggestions on how participation of the refugee girls can be improved



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No

Date:

10th April, 2014

NACOSTI/P/14/7482/1268

Jane Muthoni Thuo
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Cultural factors influencing Sudanese Urban Refugee Girls' participation in public primary schools in Ruiru Sub-County, Kiambu County,*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending 31st December, 2014.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education

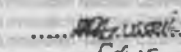
THIS IS TO CERTIFY THAT:
MS. JANE MUTHONI THUO
of **UNIVERSITY OF NAIROBI, 56-902**
kikuyu, has been permitted to conduct
research in Kiambu County

Permit No : NACOSTI/P/14/7482/1268
Date Of Issue : 10th April, 2014
Fee Received :Ksh 1,000.00

on the topic: CULTURAL FACTORS
INFLUENCING SUDANESE URBAN
REFUGEE GIRLS' PARTICIPATION IN
PUBLIC PRIMARY SCHOOLS IN RUIRU
SUB-COUNTY, KIAMBU COUNTY

for the period ending:
31st December, 2014


Applicant's
Signature


Fifi Wanjiku
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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



RESEARCH CLEARANCE
PERMIT

Serial No. A 1396

CONDITIONS: see back page