

**SCHOOL FACTORS INFLUENCING REFUGEE CHILDREN ACCESS TO PRIMARY
EDUCATION IN KASARANI DISTRICT NAIROBI, KENYA.**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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DECLARATION

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

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APPROVAL

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DEDICATION

This work is dedicated to my beloved parents Mr. Fidelos Massawe and Mrs Hellen Massawe.

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I sincerely thank God the almighty who has given me good mental health to undertake and accomplish this task.

I greatly honour my supervisors Dr. Odetha Katuramu for her positive and constructive criticism of my work, great patience and understanding. I would also not forget to thank all the lecturers who taught me throughout the course.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Land
FPE	Free Primary Education
GOK	Government of Kenya
IDPS	Internally Displaced Persons
JRS	Jesuit Refugees Service
MDG	Millennium Development Goals
MOE	Ministry Of Education
OAU	Organization of African Unity
PTE	Primary Teacher Education
RCK	Refugees Consortium of Kenya
SFP	School Feeding Programme
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees

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ABSTRACT

The purpose of this study was to investigate the school factors influencing refugee children access to primary education within Kasarani district, Nairobi, Kenya. Kasarani district has a large number of refugees children but all do not access education despite the fact that basic education should be free at elementary levels. Four research objectives were designed to guide the study; to establish how the language of instruction influence the access to primary education for refugee pupils, to examine the relevance of curriculum, to establish the influence of protective environment of school, to establish effects of certification on refugee education and academic certificates awarded to refugees children .The study employed a descriptive survey research design. The target population for this study comprised of 21 head teachers from public primary schools with refugee children, 420 teachers from the schools and 2, 500 refugee pupils from public primary schools in Kasarani district, Kenya. 7 schools in Kasarani District were randomly sampled for the study. The study utilized questionnaires for teachers, headteachers and pupils. A test-retest technique or co-efficient stability method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy.

A correlation coefficient of about 0.74 was obtained for the teacher's questionnaires and 0.72 for headteachers questionnaires. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed. Data was presented using tables and graphs. The study established that; The education policies on language of communication did not adequately cover the refugees children, Most of the refugees in Kasarani are in Kenya illegally, so they fear taking children to schools, the refugee's children have equal learning opportunities with the Kenyan children, the government takes the records of the refugee children in schools, the refugees children have undergone a different education system than the Kenyan education system and therefore, the certification system of the country of origin is totally different. It was found to be difficult to establish exactly the level a child was, before he /she left school and that Language barriers hinders education and learning opportunities to the refugees. The study recommends that; The government should offer protection to the refugee children and families, and shield them from the regular harassment by the police, the government or UNHCR should ensure appropriate registration of the refugees and issuing of the appropriate documents for recognition ,the government should deploy more teachers to cater for the large number of pupils and probably those who understand the languages of refugee origin, to the schools in areas with many refugees, so as to enhance learning and understanding of the refugee children and that the government through MOE and the Kenya Institute of Curriculum Development should develop a curriculum for refugee children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

1.1 Historical background

Obtaining quality education is not only a fundamental human right but also tool for recovery in times of emergencies for the refugee children. Access to education restores schooling and all its related benefits to the affected children. It also helps the country to transform and build back better the institutions and systems destroyed during the emergency (United Nations International Children Education Fund (UNICEF), 2012).

The 1951 UN Convention relating to the state of refugees states that, hosting countries should accord to refugees same treatment as is accorded to the nationals with respect to access to Free Primary Education (Article 22:1) whereby quality and protective education can promote conflict resolution, tolerance and a respect for human rights (United Nations High Commission for Refugees (UNICEF), 2009). Education is increasingly viewed as the 4th pillar, of humanitarian response, alongside the pillars of food, shelter and health services in times of emergency (Midttun, 2000). During the abrupt violent onset of emergencies, the disruption of families and community structures deeply affect the refugee children who are vulnerable since they are dependent and are still developing not only physically but mentally and emotionally (UNHCR, 2010). Quality and protective education is not only durable solution for the future but also durable in the present.

Refugees who are educated will likely have opportunities to be economically, politically ,socially ,cognitively and psychologically resilient in all stages of their refugee hood in exile ,upon repatriation ,resettlement and in the intervening times (Nicolai & Triplehorn, 2003).

Access to education among the urban refugees globally face various challenges among them is the language of instruction among the refugee in the country of asylum. Children are better able to acquire literacy initially in their first language and then transfer those skills to the target language instruction (Abadzi, 2006; August & Hakuta, 1998, Glass, 2005). Children face not to understand what their teachers and peers in exile are saying and often get demoted to lower

classes not as a result of their cognitive development or content knowledge but as a result of lack of proficiency in the language of instruction. For example a significant number of refugees Eastern Sudan chose not to attend the schools set up by UNHCR if teaching is conducted in Arabic but instead elected to attend informal schools under trees conducted in Tigrinya their native language (Dryden- Peterson, 2006).

According to Tawil, Harley & Braslavsky (2004) the curriculum in the refugees programmes should be the curriculum of the country of origin. As stated in INEE Guidance Notes on Teaching and Learning during emergencies teaching and learning never take place in a vacuum, there are reasons to make context-specific curriculum choices including following a curriculum from a country of origin from a host country and enriching the curriculum with specific curriculum priority areas such as life skills and peace education (INEE, 2010). Though the content contained in the curricula shapes what children know and how they think about themselves and imagine the future, it can be difficult for teachers to cope with curricula topics that are controversial and recent conflict related topic are often omitted from curricula such as the case of history in Rwanda (Murphy & Longhorn, 2008; King, 2011).

Access to education among refugees can provide protection to refugees children but only when schools are physically safe, psychologically and emotionally healing and cognitive transformative. Protective environment offered by schools is related to access in that children will choose not to attend school or will drop out; if they experience or perceive lack of safety and security on any or all of these dimensions (Boothby 2008; Nicolai & Triplehorn, 2003). Globally, education is increasingly accepted as an integral part of humanitarian response in times of emergencies. Education helps to restore normalcy and protect the refugee children who are vulnerable. Access to education provide psychosocial care, promote tolerance, unify divided communities and begin the process of reconstruction and peace building. However despite the school being a tool of protection during emergencies, it is not always safe for refugee children. Quite often it is at school these children are abused or exploited. The nature of violence inflicted on children learning environment can be emotional, physical and psychological (UNHCR,2012).The presence of refugee teachers as a percentage of all teachers can play a role

in protecting refugee children who may face discrimination on basis of ethnicity , age and culture. Female teachers play a role of creating a secure environment for girls.

The proportion of refugee teachers ranges as low as 8% in Ethiopia to a high of 88% in Algeria whereas in Kenya it is below 20% (UNHCR, 2011).

An effect of certification on refugee education and certification on completion of one level of education in the country of asylum is a challenge to access education among the refugee children. A study carried out in Sierra Leone indicated that refugee children and youth who returned to their country after the war was over, the MOE did not recognize education they had received in the country of asylum (UNHCR, 2009). While the GOK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them.

Recognition and certification is essential at the end of a schooling cycle, completion for primary or secondary but also important for the mid-cycle transfers especially that occur in mid-year so that a displaced student in the middle of the course is not forced to return to the beginning when she/he enrolls in a new school (Talbot, 2006; UNHCR, 2011).

Refugees residing outside of the camps, like those in Kasarani District Kenya, exist within a protection gap and hold a legally ambiguous status whereby they are entitled to little protection or assistance in Nairobi and regularly have to travel back to the camps for population counts and registration with UNHCR (Campbell, 2005). UNHCR Protection Officers in Nairobi argued that there are many discrepancies in the policies that govern the rights of refugees, especially when it comes to which rights are being guaranteed in Nairobi. Regardless, many have opted out of the official encampment policy, and as a result, there is a large and growing population of urban refugees in Nairobi (UNHCR, 2012).

1.1.2 Theoretical perspective

The study was based on Skinner's (2007) motivation theory of learning. According to this theory, humans are motivated to learn through selective reinforcement of progressively more adequate approximation of the desired behavior (achievement) and extinction of inadequate

behavior. Performance of the learners is inspired by the teacher among others who provides moral support and controls the learners' emotions, environmental destructor and peer pressures in schools. It is a widely accepted management maxim that employees who are satisfied in their work attract better performance and contribute to the achievement of organizational objectives, because they are more productive at the work place. The attitudes and motivations of employees play a crucial role in influencing motivation, productivity, and overall success of an organization. Properly motivated employees do their job better and achieve a higher level of performance. The right employee strategies can encourage loyalty, dedication and self awareness in the pursuit of excellence. The teachers are the key motivator in the classroom.

The teacher must not only understand the learners but must also know ways in which they can be „motivated“ and „inspired“ for high performance. However, some of the factors that deter students' effective performance are mental limitations, poor teaching, and unsuitable curricular and peer pressures. Students' performance depends on immediate reward or feedback. If the teacher wants the learners must be rewarded for any good performance and then enhance higher students' performance in schools. Although there is positive and negative reinforcement, skinner (2007) believes that, learning must be based in positive reinforcement. Hence, for the learners attain higher academic achievement, schools needs to coordinate all efforts of teachers, students and school based factors to attain the desired performance.

According to Skinner (2007) Key element for an effective school is an effective head teacher, although school success is influenced by other external factors, head teacher plays a pertinent role. The key driving force for effective head teacher is their motivation level .This is because a head teacher as a leader plays a role in harnessing school resources while giving school direction in terms of visions and mission. A well motivated head teacher will also motivate other teachers. Accordingly head teacher's motivation level is the significant factor in shaping the learning environment and the climate of a school; this is because it is the head teacher who articulates clear goals, expectations, vision and the mission of the school Skinners' motivation theory is found to be appropriate for this study because it is envisaged that students' high performance with depend on teachers' characteristics(teachers' qualifications, teaching strategies, teaching experience and teachers' attitudes);availability of teaching and learning resources, textbooks,

reference books, syllabus, human resource, school practices, curriculum supervision records, school administration and management strategies, professional records and documents, Environmental factors; (community influence and parents influence)and students" characteristics.

1.1.3 Conceptual perspective

According to Slater and Teddlie (1992) School factors are expected to influence classroom-level factors, especially the teaching practice. ... The school learning environment is an element of school climate that is seen as the most important predictor of school effectiveness since learning is the key function of a school. This implies that, depending on the situation of the school, changes in the school-factors included in the dynamic model may have an impact on student achievement. It is however important to acknowledge that, although some supportive material for the validity of the dynamic model have been provided, this assumption of the model needs further investigation. In this context, our report here refers to the results of a study which attempted to find out whether the impact of school factors depends on the situation that occurs in the school, implying that their effects are situational.

According to Hayes (2007) A refugee child, generally speaking, is a displaced person who has been forced to cross national boundaries and who cannot return home safely (for more detail see legal definition). Such a person may be called an asylum seeker until granted refugee status by the contracting state or the UNHCR if they formally make a claim for asylum. The lead international agency coordinating refugee protection is the United Nations Office of the United Nations High Commissioner for Refugees (UNHCR). The United Nations have a second Office for refugees, the UNRWA, which is solely responsible for supporting the large majority of Palestinian refugees.

According to Dix, (2006), Primary school education is one of the building blocks of life. A child's right to primary school education is non negotiable, regardless of the child's wider family economic, cultural or social background. However, for children living in a family immersed in deepest poverty, the likelihood of accessing and completing their primary school education cycle is substantially reduced.

1.1.4 Contextual perspective

Currently, Kenya hosts around 623,873 registered refugees and asylum seekers mainly from the Somalia, Ethiopia, South Sudan, Congo, Eritrea and Burundi (UNHCR, 2012). The majority of these refugees reside in Kakuma and Dadaab refugee camps. An approximate number of over 54,383 reside in Nairobi while unknown numbers spread in other major urban centers. It is estimated that at least 300,000 refugees both in camps and urban are school-aged children. In collaboration and partnership with the Ministry of Education, City and District Education Offices, UN agencies such as UNICEF and UNESCO, as well as national and international NGOs, UNHCR have provided both formal and informal education in Kenyan refugee camps, using the Kenya Curriculum as its guide (Dix, 2006). This has enabled refugee children and youth in both camp and urban contexts to access education that results in Kenyan certification.

The government of Kenya shows its commitment to the Education for All (EFA) goals, through the implementation of the Free Primary Education (FPE) policy, which was enacted in the year 2003. The National Alliance Rainbow Coalition (NARC) government introduction of Free Primary Education is a commitment to realize the Universal Primary Education. Achieving the UPE and by ensuring that all the pupils complete a full course of primary schooling is also one of the Millennium Development Goals as pledged by the 189 United Nations member states. In effort to this, fees and levies for tuition, in primary education have been abolished. The government of Kenya and the development partners are meeting the cost of basic training and learning materials, wages for critical nonteaching staff and co-curricula activities (RoK, 2007).

The enactment of Education Act 2003 by the Kenyan government is a huge effort towards the realization of the EFA goals. The government enacted several acts, to enable children access the education, among them are sections 25 (right of the child to free and compulsory education), section 26 (free tuition), section 27 (compulsory primary and secondary education) and section 29 (responsibility of the government on the free primary education). In these sections, it is stipulated that every child living in Kenya, has a right to access the primary education, and is entitled to the same treatment as the native Kenyans (RoK, 2012). However, many urban refugees lack awareness of their rights and are unable to exercise them. In addition, while in some areas primary schools welcome refugee children, in others they request an admission fee,

often in the form of a bribe for the headmaster, who otherwise would find excuses not to admit refugee children (World Refugee Survey, 2009). Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks and xenophobia, language of instruction and adjusting to the new curriculum among others (Dix, 2006).

In some public schools in Kasarani there are many cases of refugee children seeking for enrolment in the already over stretched public primary schools in terms of infrastructure and manpower. Due to poor standards of living, many urban refugees prefer to settle in sub urban areas like Kasarani district whereby the cost of living among them is affordable (Campbell, 2005).

1.2 Statement of the Problem

Education to the refugees is a means for a promising future, whether in their home countries or for integration in their countries of asylum. The refugees in Nairobi hope to improve their livelihoods and find alternative educational settings where their children can have more access and improved quality education, since they are in the city (Dix, 2006). Despite recent efforts to expand educational access to refugee children, primary education remains inaccessible to many of them in Nairobi. In various ways, some school factors constrain refugee children's access to education. In the Nairobi city council primary schools, refugee parents and guardians are required proper registration document such as UNHCR mandate certificate in addition to child's birth certificate (Campbell, 2005). Although many refugee children in Nairobi are born in Kenya, they do not have birth certificates, which hinder their enrolment into public schools in Nairobi. However, proper documentation does not necessarily guarantee access to education by urban refugee children. These are only but a few challenges the refugee's children face, in efforts to access education. The government of Kenya's commitment to provision of Education for All is then compromised by these challenges. As a step towards realization of EFA goals, a study should be carried out in the locale, to investigate school factors influencing access to primary education among the refugee children, in Kasarani district, Nairobi.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of school factors on refugee's education to refugee children access to education, in Kasarani district, Nairobi.

1.4 Objectives of the study

This study was guided by the following objectives

- i. To establish how the language of instruction affects the access to primary education for refugee pupils in Kasarani district, Nairobi
- ii. To examine how the relevance of curriculum affect refugee pupils access to primary education in Kasarani district, Nairobi.
- iii. To establish how the protective environment of school affect refugee pupils access to primary education in Kasarani district, Nairobi.
- iv. To establish effects of certification on Refugee Education and academic certificates awarded to refugees' children effect in access to education, in Kasarani district, Nairobi.

1.5 Research questions

The study was guided by the following research questions

- i. How does the language of instruction affect the access to education for refugees in Public Primary schools in Kasarani district, Nairobi?
- ii. How does the relevance of curriculum affect the access to education to refugee's children in Kasarani district, Nairobi?
- iii. How does protective environment of school affect access to primary education to refugees' children in Kasarani district, Nairobi?
- iv. How do the effects of certification on Refugees Education and academic of certification on Refugees Education and academic awarded to refugees children affect access to education, in Kasarani district, Nairobi?

1.6 Significance of the study

The findings of this study will be of great importance to the Ministry of Education (MOE), in the efforts to enhancing participation of refugees in the education. The findings of this study will give the real-time information about the education situation in Kasarani, and this information is

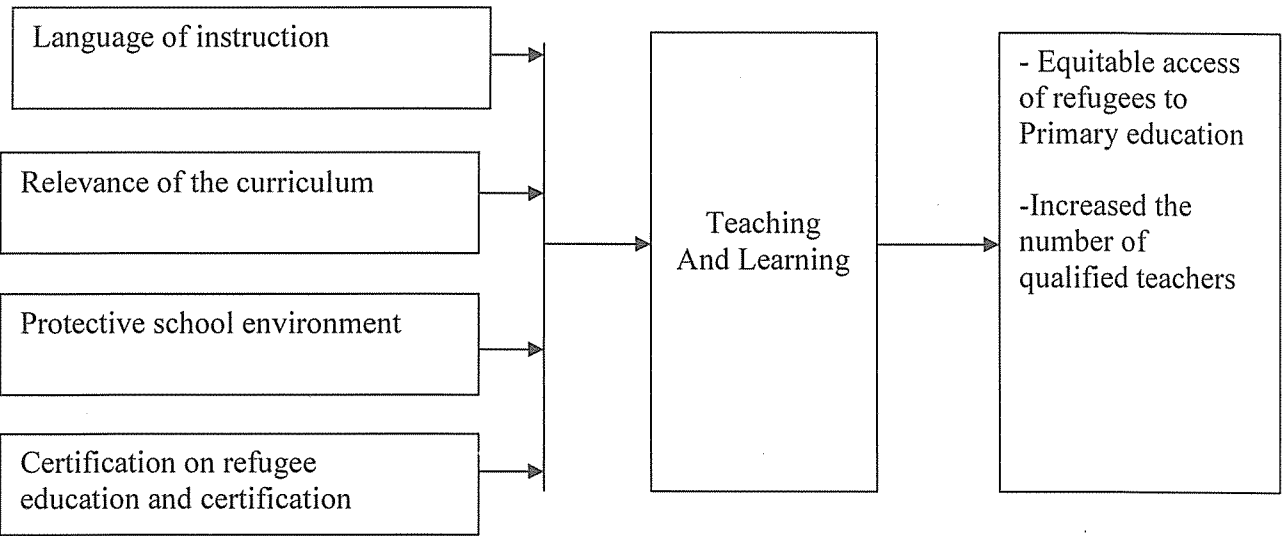
important to the government in developing the education policies, about the refugees. The findings of this study will also provide light to the UNHCR and other concerned organizations on the challenges facing the refugees in Nairobi. This information is useful in formulation of strategies, provision of aids, and relocation of the refugees.

The findings of this study will be of benefit to the teachers and the refugee’s children in that the findings will reveal the challenges they are facing in their efforts to access education.

1.7 Conceptual Framework

A conceptual framework model is shown below, showing the relationships of variables, in the study.

Figure 2.1. Conceptual framework



Source: Ministry of Education, Science and Technology (2010). Sessional paper of 2010 on a Policy Framework for Education, Training and Research. October 2010 and modified by the researcher

A conceptual framework model is shown above showing the relationships of variables in the study. The independent variables in this study are; language of instruction, relevance of the curriculum, protective school environment and certification on refugee education and certification. Variables include; equitable access of refugees to Primary education and increase of qualified teachers.

1.8 Operational Definition of Terms

Education in Emergency-refers to educational emergency is a crisis situation created by movement of refugees from their country of origin, to another country.

Policy- refers to a deliberate plan of action to guide decisions needed to achieve rational outcome(s).

Recognition of certification - refers to the acceptance/recognition of the educational progress, by a learner.

Refugee - refers to a person who has fled from and/or cannot return to their country due to a well-founded fear of persecution, including war or civil conflict.

Urban refugee - refers to a refugee who resides/lives in an urban setting.

Examination registration - refers to the registration of learners with the (Kenya National Examination Council) KNEC, as candidates in a national examination.

Free Primary Education - Refers to basic education of class one to class eight, that is Fully funded by the government.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section contains a review of related literature, under the following subtopics; education to refugees, effects of language of instruction on refugees education, effects of relevance of curriculum of education on refugees education, protective environment of schools effects of certification on refugee education and academic certificates awarded to the refugees, summary of literature review, conceptual framework and theoretical framework.

2.8 Theoretical Framework

This study was based on the Acculturation theory by William Isaac Thomas and Florian Witold Znaniecki (1918). The theory explains dynamics involved when people from diverse cultural backgrounds come into continuous contact with one another. The theory of acculturation has evolved from the unidirectional school of thought with an emphasis on assimilation to bi-dimensional and interactive perspectives which posit various acculturative outcomes. Psychological changes can occur in one's sense of identity, values, and beliefs; people may experience acculturation stress such as anxiety and depression as they try to adapt to a new cultures of their new destination.

The sociology of immigration recognizes that outcomes for immigrant minorities (including urban refugee immigrants) are significantly influenced by group's mode of incorporation, that is, the context in which immigrants enter, plays a decisive role in their process of adaptation, regardless of the human capital the immigrants may possess (Portes and Rumbaut 1990). Thus urban refugees who receive settlement assistance and are not subject to widespread discrimination are expected to experience a smoother process of social and psychological integration and faster economic progress. In this context, the urban refugees move from their country of origin to the asylum country, where they meet and live with its citizens and other refugees from different countries, and with different cultures and lifestyles.

The Kenyan education system is unique in its own way, in terms of content, form and requirements and this makes it difficult for the refugees to exactly fit into the already existing

education system. The theory is relevant to this study in that, despite the numerous efforts by the government to promote the Education for All (EFA), there exists some mismatch in the education system and policies that in some ways disadvantage the refugee's children access.

2.2 Education to Refugees

The refugee populations recorded in the 1999 UNHCR Statistical Overview (UNHCR, 2000), totaling 6.9 million, there would be a total of about 2.3 million in the child and adolescent age group. This may be compared with the total of nearly 800,000 children and young people recorded as beneficiaries of UNHCR-funded education programmes, to which must be added an unknown number who benefit from other assistance programmes or participate in schooling in the host country without special assistance. These very approximate statistics suggest that one-third of refugee children and adolescents in populations categorized as UNHCR assisted are in UNHCR-supported schooling.

Schools establishment in or near refugee camps is felt to have a beneficial effect on the mental state of adults as well as of children. . Education can partially substitute for poor child–adult interactions in the family, a role which is less important for most children in normal times. It also has practical benefits, in that mothers are able to concentrate on their tasks, such as queuing for food and water, and so on, without having to worry that their young children will get lost in the camp or come to harm. The parents or other relatives caring for children may initially be stressed and unable to cope with children's emotional needs them. For this reason, schooling for the refugee children have an additional advantage to them.

The country of asylum has a responsibility to assist and protect the refugee's children and youth. The asylum countries are required to enable Refugees children to receive an education, which should be free and compulsory at the primary level with efforts made to ensure full and equal participation of women and girls. With respect to post-primary education, education and training programs should be made available to the refugees, in particular adolescents and women, as soon as conditions permit (UN 1998).

In Kenya, more than 32,000 children attend primary school at the camps' schools. Every year over 2,000 children complete primary education with great hope of continuing to secondary school, but the camps have only a few secondary schools with an intake of 480 new students per year. As a result, every year some 1,500 young people find their hopes of secondary education unfulfilled, and this large group of disappointed youth remain in the camps without meaningful activity (UNHCR, 2011).

Financial constraints due to poverty are also considered as a stumbling block to the refugee's education. Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks and school fees (Dix, 2006). With the current economic difficulties, poverty amongst the refugee families is a common factor. This makes it difficult for them to access education in the private schools, leaving them with the only option of public primary schools. In the public schools, Refugee families need official documentation to ensure that their children can access the primary education system, for example a form of identification for the child's guardian or parent and the child's birth certificate. In some public schools in Kasarani children from refugee families, in most cases prefer to hide their refugee status in fear of discrimination and bullying (Kirk, 2009).

2.3 Language of Instruction Effect on Refugee Education

Language of instruction impacts the quality of education that the refugees children are able to access since children are better able to acquire literacy initially in their first language and then transfer those skills to the target language of instruction (Abadzi, 2006; August and Hakuta, 1998, Mahoney, & Glass, 2005). However the education available to refugees in exile is often neither in their first language in which they have previously studied. Children face not understanding what the teacher or their peers are saying. In this situation they often are demoted to lower classes not as a result of their cognitive development or content knowledge but instead as a result of their lack of proficiency in the language of instruction (Dryden – Peterson, 2006).

In addition to impacts on quality, these actions have protection implications impacting negatively on the social development of refugees' children and access and retention implications through lack of interest in enrolment and dropping out. Unfamiliar languages pose such a significant barrier that those refugees at times initiate their own informal education in order to offer

education in familiar language. For, example a significant number of refugees in Eastern Sudan chose not to attend schools set up by UNHCR in which teaching was conducted in Arabic but instead elected to attend informal schools under the trees in which teaching was in Tigrinya (UNHCR,2010).

Language decisions highlight for refugees children the power dynamics of their situations. Many Congolese refugees in Uganda wish to study French but they do not have the option. Refugees' parents and children fear that because of lack of skills in French, they will face great difficulties once they repatriate to DRC, worried that they will be 'just useless people' (Wettstein, 2011).

The GOK language policy as outlined in the constitution of Kenya is that Kiswahili and English are the official languages and should be taught in schools. As a result of this policy English is highly valuable .GOKs encampment policy as outlined in the Refugee act of 2006 dictates that refugees should reside in camps and that they must be documented and registered .Though urban refugee settlement has been tolerated the GOKs policy is still one of refugee encampments. However, in the urban context of Nairobi UNHCR is the primary agency providing services to refugees. UNHCR's work in Nairobi is guided by the 2009 UNHCR Urban Refugee Policy, which committed the agency to examine understanding and responds to the needs of refugees living in Kenyan capital. UNHCR has been able to raise refugee student enrollment rates, coordinate with Nairobi NGOs and CBOs, build a system in which refugees and asylum seekers can be documented and registered in urban areas, and has provided education services in urban schools, such as English classes .UNHCR also convened two inter-agency working groups that advocated for refugees access to primary education and the completion of the refugee Act of 2006 (UNHCR,2011).

2.3 Relevance of curriculum Effects on Refugees Education

The UNHCR (2012) observed that the nature of the refugee education context in Kenya requires support from the MoE to establish a more sustainable and strengthened approach to education that can address the challenges facing the sector and bring benefits to the national system. The UNHCR called for expertise, guidance and sustained support to be availed through the MoE policies on the education. UNHCR, UNICEF and UNESCO welcomed the support and guidance

of the MoE to situate and support the delivery of quality education to all children within its borders through delivery and monitoring of the national Kenyan Education Programme. Curriculum is often a difficult and contentious undertaking as it is a process of defining and selecting legitimate knowledge (Tawil, Harley, 2004). Curriculum involves the teaching and learning that take place once children are enrolled in and in attendance at school. As stated in INEE Guidance Notes on Teaching and Learning in times of emergencies never take place in a vacuum and there are reasons to make context specific. Curriculum choices including following a curriculum from a country of origin from a host country and enriching the curriculum with specific priority areas such as life skills or peace education (INEE, 2010). Where urban refugees are integrated into national systems e.g. they by necessity follow curricula of the host country of host countries whether or not to be the most probable durable solution is local integration or repatriation. The content will be included in the curricula shapes what children know and how they think themselves and imagine the future both for themselves and the society. Curriculum is the selection of what will be taught in schools, it is also the process of defining and selecting legitimate knowledge (Tawil, Harley & Braslavsky, 2004).

According to the UNHCR Education Field Guidelines (2003) advocate that the curriculum in refugees education programmes should be the curriculum of the country of origin where expected durable solution is voluntary repatriation and where numbers and language of instruction mean that the local schools can not absorb refugee students. It can be difficult for teachers to cope with curriculum topics that are controversial, and recent conflict related topics are often omitted from curricula such the case of Rwanda.(Freedman ,Weinstein ,Murphy & Longman,2008; King, 2011).In Mauritania ,for instance, the omission of study of the 1989 crisis from the curriculum contributes to strained relationship between Moors and Black Mauritians. Rather than a comprehensive understanding of the events leading to the returnees exile in Senegal Black Mauritanian children's only source of information in the ethnic groups and their relations in their parent discourse and a politicised version of the 1989 crisis learnt in the refugee schools in Senegal (Fresia,.2009; Rezzonico,2011).

2.4 Protective Environment of School and its Effects on Refugees Education

The protection role of education involves the ability of schools to provide a safe and secure space that promotes the wellbeing of learners, teachers and other education personnel. The education strategy points out that contrary to expectations schools are not always safe places for children (UNHCR,2009).Schools can be spaces for bullying ;racial ,ethnic ,linguistic and gender discrimination ;sexual exploitation ;natural and environmental hazards ;corporal punishment and attacks including abduction and recruitment in to armed forces. The UNHCR Executive Committee identified that core protective factors in school include adequate teacher/student ratio; elimination of humiliation, bullying and corporal punishment; safeguards against sexual abuse and exploitation (Executive Committee of the High Commissioner's Programme, 2006).

Education can be a tool related to these elements UNHCR'S broad protection mandate for physical security unmeasured ,however are ways in which education can provide other forms of protection related to psychological and emotional well being commonly known as psychosocial protection and cognitive protection (Nicolai &Triplehorn,2003).Education can provide protection but only when schools are physically safe ,psychologically and emotionally healing ,and cognitively transformative (Boothby,2008 ;Nicolai &Triple horn ,2003).

UNHCR uses standard to measure the protective environment of schools: the number of female teachers as a percentage of all teachers; the number of refugee teachers as a percentage of all teachers; and the presence of a school management committee (SMC).For example in places where there are female teachers or classroom assistants, there is evidence that they can play a significant role in preventing violence against girls (Kirk 20006).However, their presence is usually not enough to be protective especially in situations where they too face marginalization or oppression based on gender dynamics (Kirk ,2005). According to Kirk, (2003) and Winthrop (2006), the proportion of female teachers as a percentage of all teachers ranges as from as low as 8% in Ethiopia to high of 88% in Algeria. The range is also wide in Yemen and Kenya at or below 20%.

The number of refugee teachers as a percentage of all teachers can play a role in protecting refugee children who may face discrimination on basis of language, ethnicity, age and other

factors. The proportion of ranges from a low of 8% in Zimbabwe to a high of 100% in Thailand, Eritrea and Algeria. The presence of School Management Committee may have protective effects for refugees children through participatory and community-based suspension and monitoring of school staff and drafting and enforcing of codes of conduct and conduct and oversight of budget and opening procedures; these effects however are unproven (UNHCR,2011).The Education AStrategy,2010-2012 as well as numerous protection documents such as the 2002 agenda for protection and 2005 measuring protection by numbers conceptualize education as a space to achieve protection objectives that are linked to the core mission of schools, teaching and learning (UNHCR,20006).The 2010-2011 Global appeal references Education vis-as-vis protection on in relation to gender equality, sexual and gender Based Violence (SGBV) and the security of older, at-risk learners (UNHCR),2011).

2.5 Effects of Certification on Refugee Education and Academic Certificates Awarded to the Refugees

A study carried out in Sierra Leone indicated that refugee children and youth who returned to their country after the war was over, the Ministry of Education did not recognize the education they had received in the refugee camps (UNHCR 2004). The returnee students in secondary school were sent back to the first grade when they returned home because their refugee learning was not recognized. Guidance for UNHCR education programs states the agency's commitment to seeking formal certification for students in its refugee programs through coordination at the local, national, regional, and global levels to certify studies, citing that it is wasteful if education and training does not result in documented, officially recognized certificates (UNHCR , 2003).

While the GoK guarantees the right to free primary education to both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them.

In addition, while in some areas primary schools welcome refugee children, in others they request an admission fee, often in the form of a bribe for the headmaster, who otherwise would find excuses not to admit refugee children (World Refugee Survey, 2009).

Although there are international rights established in concern to education for refugees, there is a lack of consistency in application of these rights when it comes to the recognition and

certification of refugee and IDP children's diplomas and other school attainments (Talbot, 2006). Refugee students are therefore receiving an education but have no proof that it is considered legitimate. Beyond ensuring access to education, those involved in providing displaced and refugee children with education need to ensure that their learning attainments are validated. Official recognition of learning attainment, conducted through certification and validation, is a central, yet still largely overlooked, component of education for displaced children and youth. Recognition and certification is essential at the end of a schooling cycle, completion of primary or secondary, but is also important for mid-cycle transfers, especially those that occur mid-year, so that a displaced student in the middle of course is not forced to return to the beginning when he/she enrolls in a new school. However, in Kenya, Refugee-school certificates from the country of origin are not recognized by the Kenyan Ministry of Education. This now becomes another hindering factor to the refugee's continuation of education of the Refugees.

Awarding of certificate or similar documentation can be hindered by both technical issues including differing validation processes across borders and the loss or destruction of such documents during displacement, and political issues relating to national sovereignty and corruption (Kirk, 2008). Kirk further argues that any formal proof or documentation of achievement must have validity beyond its particular system, otherwise children's ability to use their education as human capital in the marketplace, or to add to it through further study, is obstructed.

Kirk (2009) suggested three approaches to what curriculum should be used for the formal schooling of refugee children and youth. In the first approach, the home-country curriculum can be carried over for use in the refugee context; in the second approach, the curriculum of the host-country can be adopted and children can be educated in either separate schools or integrated into the host-country education system; and third approach, a hybrid curriculum that typically addresses disparate language issues between the home and host countries and may contain elements of both countries' curricula can be developed.

The recognition of foreign refugee certificate is affected by several factors. Among them, the relationship between the host country and the home country with respect to language, ethnicity,

and national identity is often closely related to what type of curriculum the country of origin uses and how/if previous and current educational attainment is recognized (Kirk 2009). The closer the social and cultural ties are between the two countries, the easier the certification process. In cases where these differences are significant, the process to develop an appropriate education system for refugees becomes much more complex.

2.6 Government's Efforts towards Improvement of Refugee Education in Kenya

There is a proposal that the International Primary Teachers Education Certificate – IPTEC- based on the Primary Teachers Education Syllabus adapted for Kakuma Primary Teachers' College (2005/2006) be used to train the 700 refugee teachers in Dadaab. The Kakuma Teachers Training College curriculum was specifically designed by the Kenya Institute of Education for refugees living in Kakuma refugee camp. The curriculum was adapted from the Kenyan Primary Teacher Education (PTE) curriculum revised in 2004.

The two-year PTE course was shortened to a one – year general teacher training course with a view to accelerating the programme without compromising quality. Schools operate in the mornings in Kakuma thus possible for teachers to attend training in the afternoons and during the holidays to ensure full coverage of the curriculum so that the Kenyan Ministry of Education would award a certificate.

The teacher trainees sit for the Kenyan national examinations for the International Primary Teachers Education Certificate. Their performance in the national examination measures the success of the training program. The possibility of receiving a certificate is a strong motivating factor for the teacher trainees, as it gives them the possibility of finding teaching positions in their home country when return becomes possible. Most of the graduates have returned to teach in South Sudan, and several graduates are acting in managerial capacities within South Sudan's education system.

Currently the KIE is developing the adapted curriculum for refugee's children and once the curriculum has been approved by the Ministry of Education, it will be passed on to the publishers to prepare textbooks for the learners. The K I E has agreed in principle to use the Dadaab camps

as a pilot area for rolling out the adapted secondary school curriculum. Each camp will have a resource center and one facilitator to support the learning process at the camp. The goal is to make Kenyan secondary school diplomas available to students who may not be able to study for four years at a school, for example, for persons who cannot afford secondary school tuition, older students, pastoralist communities, and young people with parental or family responsibilities (UNHCR, 2011).

2.7 Summary of Literature Review

The literature reviewed above shows studies carried out in Kenya and other different parts of the world, on the school factors and other issues affecting the education of refugee children. The available literature is mainly focused on the education of the refugees in the refugee camps, which in most cases are located in the remote areas. The country of asylum has a mandate and a responsibility to assist and protect the refugee children by enabling them to receive an education, which should be free and compulsory at the primary level with efforts to realize Education for All goals. Various school factors have been established to hinder the achievement of the same. These factors range from the language of instruction in the schools of the asylum which is quite different from the refugees' languages. The curriculum offered is not relevant to most of the refugees where though there are international rights established in concern to education for refugees there is lack of consistency in application of the same when it comes to the recognition and certification of refugee education. However there exists a gap in the literature on how the school factors affect the education of the urban refugees children, and more particularly, in Kenya. This study sought to establish the effects of the school based factors on free primary education, on urban refugee's access to the education in Kenya, and particularly in Kasarani district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the methodology that will be used in the study. The chapter covered the research design, the target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, and data analysis.

3.2 Research design

The study employed a descriptive survey research design. The descriptive survey was chosen for the study because it allowed the researchers to study phenomena that do not allow for manipulation of variables (Kombo & Tromp, 2006). Since the study involved human subjects, and the information needed cannot be manipulated, the researcher collected information on the state of refugees' affairs in education, without manipulating any variables making the design appropriate for the study. According to Lockesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

3.3 Target population

The target population for this study comprised of 21 head teachers from public primary schools with refugee children, 420 teachers from the schools and 2,500 refugee pupils from public primary schools in Kasarani district, Kenya.

3.4 Sampling procedures and sample size

Sampling was a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of characteristics found in the entire group (Orodho, 2001). Kombo and Tromp (2006) assert that with relatively small, clearly defined population, a sample size of at least 10%- 30% of the target population was a representative. 30% of schools in the location were sampled to take part in the study; therefore 7 schools were randomly selected. Sampling of students was purposively sampled. The researcher obtained a list of students who indicated their refugee status in their admission details, then were

compile a list of all refugees students from class 5, 6, 7, and 8, in each and every school. 10% of the total number was calculated.

Each name was assigned an identifying number, and then the numbers were written on pieces of paper, folded and mixed. The researcher then picked at random, the number of pieces of paper equal to the sample calculated. The names corresponding to those numbers were picked for the study. From the sampled schools, the head teachers were purposively sampled while the teachers were randomly sampled. The resultant sample was 7 head teachers, 42 teachers and 250 pupils.

3.5 Data collection instruments

The researcher developed two questionnaires namely head teacher's questionnaire and the teacher's questionnaire. An interview guide for pupils was also be prepared. Borg and Gall (1983) emphasize that whereas the open ended type of questions give informants freedom of response, the closed ended types facilitate consistency of certain data across informants. The questionnaires contained both open and closed ended items.

The head teachers' questionnaire contained five parts: demographic information, language of instruction effect on access to primary education for refugee pupils, relevance of curriculum effect on refugee access to primary education, protective environment of school and the effects of academic certification effect on refugee's access to education.

The teachers' questionnaire contained five parts: demographic information, language effect on access to primary education for refugee pupils, the protection role of education effect on refugee access to primary education, the effects of government policies on recognition of foreign education and academic certificates awarded to refugees, on refugee access to primary education and the strategies to address the challenges facing the refugees children in access to education. Pupils interview guide contained five parts: demographic information, quality of education effect on access to primary education for refugee pupils, the protection role of education effect on refugee access to primary education, the effects of government policies on recognition of foreign education and academic certificates awarded to refugees, on refugee access to primary education and the strategies to address the challenges facing the refugees children in access to education

3.6 Validity of research instruments

According to Borg and Gall, (1983) validity is the degree to which a test measures what it purport to measure. It is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. According to Borg and Gall (1983), validity of an instrument is improved through expert judgment. This study adopted content validity, which was used to show whether the test items represent the content that the test was designed to measure. In order to ensure that all the items used in the questionnaires are consistent and valid, the questionnaires were subjected to scrutiny and review by my supervisors in the department of education, administration and planning, university of Nairobi. Revision and adjustments of the instruments were done, in accordance to the advice from the supervisors, and the outcome of the pilot study.

3.7 Reliability of research instruments

Grinnel (1993) observes that reliability measures the degree of accuracy in measurements an instrument provides. It ensured that the instrument generates similar data when used by an independent an independent researcher. Grinnel (1993) further argues that to remove possible errors every instrument should be tested before it is formally administered to ensure its reliability. During the piloting, the researcher administered a set of questionnaires to the respondents, and after a week, the researcher administered the same instruments to the same respondents again. A test-retest technique or co-efficient stability method was used to estimate the degree to which the same results were obtained with a repeated measure of accuracy. Since the two tests were similar, score obtained by each respondent were quite close. Cronbach's Alpha method was then used to compute correlation coefficient which will give $r=0.74$ for the teachers' questionnaires and $r = 0.72$ for head teachers' questionnaires. The reliability was about 0.5 thus indicating high internal reliability.

3.8 Data collection procedures

The researcher obtained an introductory letter from Kampala International University College of Humanities and social sciences. The permit was presented to the County Director of Education to be allowed to conduct the study. After this, the researcher booked appointments with the respondents (head teachers and teachers) to visit and administer the questionnaires. The

researcher personally administered instruments to all the respondents who were allowed to complete all the items adequately, after which the researcher collected the filled-in questionnaires. The researcher personally administered the interviews to the targeted refugee pupils.

3.9 Data analysis techniques

Data from the field was collected, cleaned, coded and recorded. Data was collected by use of the questionnaire, was coded, and analyzed. Analysis procedures involved both quantitative and qualitative techniques. Qualitative data was analyzed thematically, whereby similar responses were tallied to come up with frequency counts and then percentages calculated based on the total number of responses. Quantitative data was analyzed using descriptive statistics. Use of Statistical Package for Social Sciences (SPSS) was employed. Use of descriptive statistics including frequency counts, percentages, modes and means. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Data was presented in summary form using the frequency distribution tables and bar chart.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter covers the analysis of data and presentation of results for the study. The data presented covers respondent's demographic data that includes gender, academic qualifications and the number of years teachers have served. The chapter presents the results and discussion of the study objectives.

4.2 Questionnaires return rate

The study administered the research instruments to the subjects and the response rate is shown by the data on Table 4.1.

Table 4. 1: Questionnaires Return Rate

Respondents	Sampled Respondents	Returned	Achieved return Rate %
Head teachers	7	6	85.7
Teachers	42	40	95.2
Pupils	250	228	91.2
Total	299	274	91.6

The data on the table 4.1 above indicates that the research was popular among the teachers and the head teachers in that the majority (93.8%) of the respondents returned the questionnaires, as compared to 6.2%) who did not return. The data further shows that the majority (91.2%) of the pupils were interviewed, as compared to the (8.8%) who were not available for the interview.

4.3 Demographic Data of Respondents

The demographic profile provides information about the population structure. In this study, the researcher investigated the respondent's characteristics by establishing their gender, academic qualification and experience.

4.3.1 Gender of Respondents

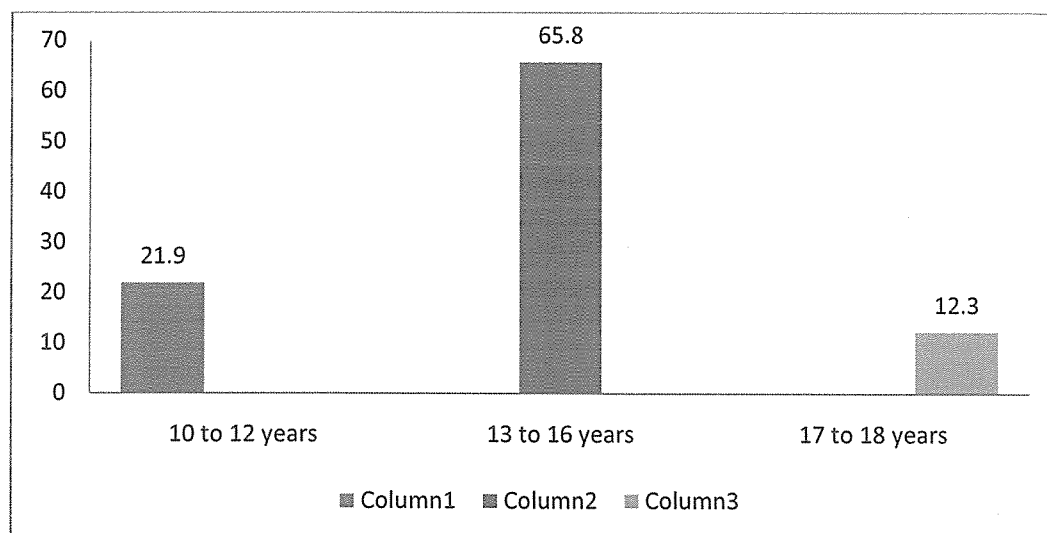
The study sought to establish how the sample population was distributed by gender. Table 4.2 data reveals how the study subjects were distributed by gender.

Table 4. 2: Gender Distribution of the Respondents.

Gender	Head teachers		Teachers		Refugee Pupils	
	F	%	F	%	F	%
Male	2	33.3	16	40	150	65.8
Female	4	66.7	24	60	78	34.2
Total	6	100	100	100	228	100

The data on the table 4.2 below indicates that the majority (33.3%) of the head teachers were male, as compared to the (66.7%) who were female. The study further established that the majority (60%) of the teachers were female as compared to (40%) who were male. The study further established that the majority (65.8%) of the refugee pupils interviewed were male, as compared to (34.2%) who were female.

Figure 4. 1: Age Distributions of the Respondents



These findings reveal that majority of the refugee pupils were aged between 13-16 years(65.8%). The study further indicates that a small number of pupils were aged between 17-18 years (12.3%) and 10-12 years (21.9%). These findings indicate that the information they provided is reliable since competent reasoning is expected of pupils with such level of maturity.

4.3.3 Academic Qualification

The study sought to establish the academic qualification of the respondents. The results obtained are revealed on the table 4.3 below.

Table 4. 3: Academic qualification of the respondents

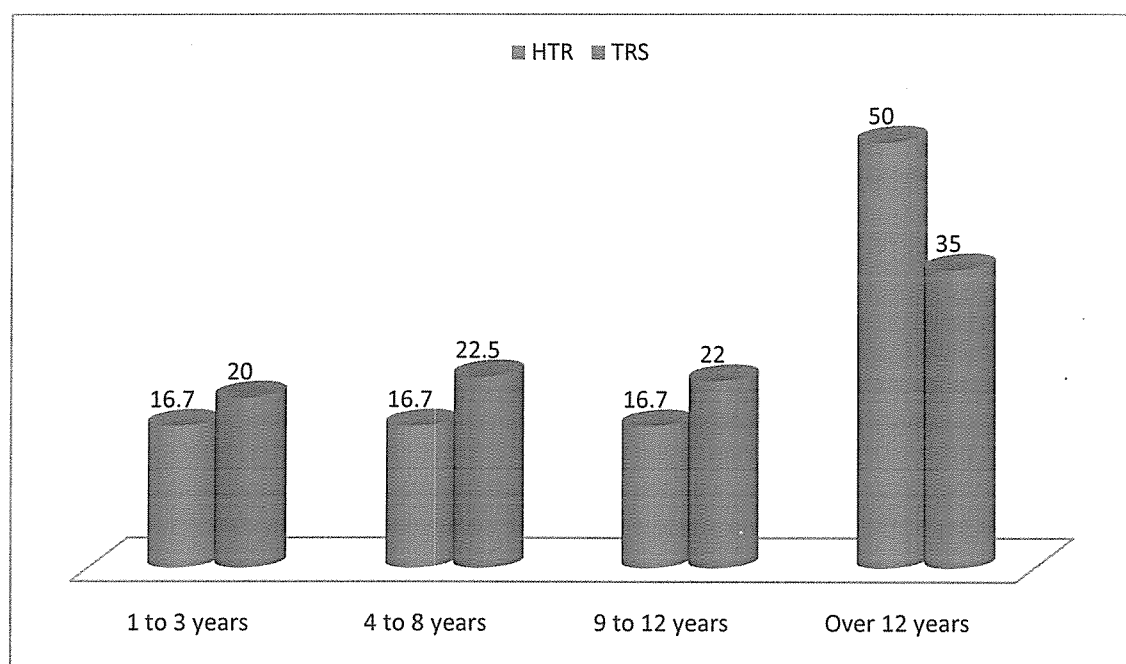
Qualification	Head teachers		Teachers	
	F	%	F	%
Diploma	2	33.3	10	25.0
Bachelors degree	4	66.7	30	75.0
Total	6	100.0	40	100.0

The data shown on table 4.3 indicates that the majority (66.7%) of the head teachers had a Bachelors degree in education while 33.3% had a Diploma certificate. The data further shows that the majority 75% of the teachers had a Bachelors degree certificate, as compared to 15% who had a diploma. This information reveals that the teachers in the study location met the minimum qualification to become a teacher and that they have taken a step further to upgrade their education with 66.7% with degrees and that are better suited to cope with the high demand for primary education in area.

4.3.4 Length of Service as a Teacher

The study sought to establish the length of service the teachers and head teachers had served. The results obtained are shown on figure 4.3.

Figure 4. 2: Length of service as teachers and head teachers



The data on Figure 4.3 indicates that the majority (50%) of the head teachers has served for over 12 years, while 16.7 % had served for 4 – 6 years. The data further reveals that the majority (35%) of the teachers had served for over 12 years, while 12.5% had served for 1- 3 years. This information implies that the majority of the teachers who took part in this study had some experience in their careers of which they are equipped with enough experience to cope up with the challenges resulting from the teaching especially in an urban setting which is over populated.

4.4 Language of instruction influence on access to education to refugee children

The first objective of the study sought to establish the language of instruction effect on access to primary education for refugee children. The finding obtained from the head teacher is shown on the table 4.4

Table 4. 4: Head teachers responses on Language of Instruction effect on access to Primary Education for Refugee children.

Statement	SA	A	UN	D	SD
	5	4	3	2	1
The refugees children have a problem of communication	57.1	14.3	0	28.6	0
Education policies on language of instruction in Kenyan schools affect refugees entry behaviour	28.6	52.9	4.3	0	14.3
The refugees children are difficult to accommodate in schools	18.6	58.3	1.2	10.0	11.9
The learning facilities are adequate	7.1	14.3	0	54.3	24.3
Refugees children have a problem of socialization with other pupils	37.1	57.3	0	4.3	2.3
Refugee children perform poorly in languages	28.6	44.3	0	20.1	7.0
Parents of the refugee children do not attend the school meetings and functions due to communication barrier	42.9	14.3	0	14.3	28.6

N=6

Key :(SA) Strongly Agree, (A) Agree (UN) Undecided (D) Disagree (SD) Strongly Disagree

The data on the table 4.4 above reveals that the majority (57.1%) of the head teachers agreed that the refugee children have a problem of communication. This finding does not concur with Abadzi, (2006); Mahoney, & Glass, (2005) who stated that children are able to acquire literacy initially in their first language and then transfer those skills to the targeted language of instruction. The study further established that Education policies on language of instruction in

Kenyan schools do affect refugee's children entry behavior, as was indicated by the majority (52.9%) of the head teachers who agreed

The study found out that the refugees children are difficult to accommodate in the schools. According to Dryden-Peterson (2006) lack of proficiency in the language of instruction may result to children being demoted to lower classes and not as a result of cognitive development or content knowledge, this pose a great challenge to access education for many refugee children. The study further established that most head teachers disagreed that the learning facilities are adequate compared to 14.3% who agreed.

The majority (57.3%) of the head teachers agreed that refugee children have a problem of socialization with other pupils, and this may have been a setback of the refugee's retention in schools. The study further established that refugee children perform poorly in languages which means that the teachers had to spend a lot of time in ensuring they understood which was been taught.

The study further established that Parents of the refugee children do not attend the school meetings and functions due to communication barrier as a result of language of instruction, as was indicated by the majority (42.9%) of the head teachers.

Table 4. 5: Teachers responses on language of instruction effect on Access to Primary Education for Refugee children.

Statement	SA	A	UN	D	SD
	5	4	3	2	1
The policy guidelines are not clear on the refugees children	22.7	54.5	0	9.1	13.6
Education policies on language of instruction do not adequately cover the refugees children	13.6	54.5	0	9.1	22.7
The refugees children are difficult to accommodate in the schools	13.6	49.1	0	5.5	31.8
Teacher pupil ratio is adequate	3.7	2.7	0	70.9	22.7
Refugees perform poorly in languages	27.3	27.3	9.1	18.2	18.2
Refugees adapt easily to the schools	9.1	18.2	13.6	40.9	18.2
Learning resources are adequate	4.9	5.1	0	62.7	27.3
Language of instruction is not a barrier	2.2	9.6	0	58.2	27.3

N=40

The data on the table 4.5 indicates that the majority (54.5%) of the respondents agreed that the policy guidelines are not clear on the refugee's children. The study further established that Education policies on language of instruction do not adequately cover the refugee's children, as was indicated by the majority 54.5% as opposed to (31.8%) of the respondents who disagreed.

The majority (49.1%) of the respondents agreed that the refugees children are difficult to accommodate in the schools, as compared to 5.5% who disagreed. The study further established that majority (70.9) disagreed that teacher pupil ratio is adequate, as compared to (3.7%) who agreed .Most of the refugees perform poorly in languages.

Teachers also noted that language barrier also contributed to a feeling of inferiority complex among the refugee children and hence low self esteem which in turn contributes to poor performance and aggressiveness.

The majority (40.9%) of the respondents agreed that refugees do not adapt easily to the school, and this may have been a setback to the refugee's retention in schools. The study further established that learning resources are not adequate, as was indicated by the majority (62.7%) of the respondents.

The pupils were asked questions regarding the influence of language of instruction to refugees' children access to education and the responses obtained are elicited below

Table 4. 6: Pupils' responses on Language of instruction influence on Access to Primary Education for Refugee Pupils.

Statement	Yes	No
	%	%
Are you a registered refugee?	54	46
Do you have a problem with language of instruction?	78.8	21.2
Do you have a favourite language subject?	55.8	44.2
Do you have a problem in socialization with other pupils?	46	54

N=228

The majority (54%) of the respondents indicated that they were registered as refugees while 46% of the refugees indicated that they were not registered as refugees. The parents require official documentation to ensure that their children can access the primary education system, for example a form of identification for the child's guardian or parent and the child's birth certificate, is another challenge facing education to refugee children as the study agrees with (Burton & Guiney, 2008).

4.5 Protective environment of schools influence on Refugee Access to Primary

Education

The study sought to establish the protective environment of schools influence on refugee access to primary education. The responses are revealed on table 4.7, 4.8 and 4.9.

Table 4. 7: Head teacher's responses on protective environment of schools influence on refugee access to primary education

Statement	SA	A	UN	D	SD
	5	4	3	2	1
Refugees children do not adjust easily to the school environment	14.3	42.9	28.6	0	14.3
The refugees children have equal learning opportunities with the Kenyan children	42.9	14.3	14.3	14.3	28.6
Refugees children are treated equally and fairly in school, as the citizens children	57.1	28.6	0	14.3	0
Refugees children are discriminated and/or bullied by other citizens children	0	0	0	71.4	28.6

N=6

The study established that the refugee children do not adjust easily to the school as indicated by the majority (42.9%) of the head teachers .The study further established that the refugee's children have equal learning opportunities with the citizen's children, as was indicated by the majority (42.9%) of the head teachers.

The majority (42.9%) of the head teachers disagreed that Awarding of bursaries and scholarships is done regardless of the origin of the children. Another (57.1%) of the head teachers agreed that Refugee children are treated equally and fairly in school, as the citizens children. These findings fully agree with the 1951 UN convention relating to the state of refugees that states that hosting

countries should accord to refugees same treatment as accorded to the nationals with respect to access to Free Primary Education (Article 22).

The refugees Registration and birth certificates are major requirements for enrollment in the schools, as was indicated by the majority (57.1%) of the respondents. The study further established that majority (71.4%) of the respondents disagreed that Refugee children are discriminated and/or bullied by the Kenyan children in school; hence the refugee children have an opportunity to access education which is an integral part of humanitarian response in times of emergencies. Further education restores normalcy and provide psychosocial care, promote tolerance, unify divided communities and begin the process of reconstruction and peace building.

Table 4. 8: Teacher's responses on protective environment of the school influence on refugee access to primary education

Statement	SA	A	UN	D	SD
	5	4	3	2	1
Refugees children are provided with a feeding programme	7.0	1.8	0	71.2	20.1
The refugees children have equal learning opportunities with the Kenyan children	40.9	36.4	0	9.1	13.6
Awarding of bursaries and scholarships is done regardless of the origin of the children	13.6	10.0	0	40.0	36.4
Refugees children are treated equally and fairly in school, as the citizens children	50	36.4	0	13.6	0
Toilets offer adequate privacy to mature refugee children	4.5	11.8	9.1	22.7	51.8
Refugees children are discriminated and/or bullied by other citizens children	0	4.5	0	31.8	63.6
The government takes the records of the refugee	22.7	31.8	13.6	27.3	4.5

children in schools					
The refugees children get funding from NGOs	22.7	36.4	18.2	4.5	18.2
Learning facilities like desks and lockers accommodate all the ages of the refugee children	10.0	10.4	0	60.3	19.3
Religious issues are a major problem to the refugee children	18.2	9.1	9.1	27.3	36.3

N=40

The data on table 4.8 indicates that Refugees children are not provided with feeding programme by the government, as was indicated by the majority (71.2%) of the respondents. The feeding programme present in some school is privately acquired and thus the children are required to buy food.

The majority (50%) of the respondents disagreed that Awarding of bursaries and scholarships is done regardless of the origin of the children. Another (50%) of the respondents agreed that Refugees children are treated equally and fairly in school, as the citizens children.

The study further established that due to the high number of primary school pupils compared to the essential facilities such as water and sanitation and hygiene (WASH) the few available toilets do not offer adequate privacy to the mature refugee children due to poor maintenance.

The study further established that learning facilities like lockers and desks do not accommodate all the sizes of refugee children since they have a standard size. According to the study, it is clear that refugee children in primary schools are over age ,hence bigger in size as compared to the Kenyan children of primary school age.

The study further established that Religious issues were not major problem to the refugee children, as was indicated by the majority (36.4%) of the respondents.

The pupils were asked to indicate their opinion on protective environment of school influence on refugee's children access to primary education. The results obtained are revealed on the table 4.9

Table 4. 9: Pupil's responses on protective environment of school influence on refugee access to primary education

Statement	Yes	NO
	%	%
Did you have any difficulties in obtaining admission to this school?	54.2	45.8
Are there any forms of discrimination?	58.3	41.7
Do you feel secure in school?	77	23
Are the other refugee children treated equally with other non refugee children?	65.8	34.2
Do the refugee's children have equal opportunities with other non refugee children in your school?	93.8	6.2
Is there a school feeding programme in your school?	79.4	20.6
Do you pay school fees?	80.9	19.1
Do the toilets offer privacy to the mature children?	44.8	55.2

The majority (54.2%) of the respondents stated that they did have difficulties in obtaining admission in the schools due to lack of admission fee. However, the enactment of Kenyan Education Act (2003) gives equal chances and treatment for all the children in Kenya to the education access. Several acts among them right of the child to free and compulsory basic education and free tuition. The majority (77%) of the respondents indicated that they felt secure in schools. The UNHCR (2012) observed that the nature of the refugee education context in Kenya requires support from the MoE to establish a more sustainable and strengthened approach to education that can address the challenges facing the sector and bring benefits to the national system.

The study established that the refugee's children were being treated equally with Kenyan children in Kasarani, as was indicated by the majority (65.8%) of the respondents. The study further established that the refugee's children have equal opportunities with other non refugee children, as was indicated by the majority (93.8%) of the respondents.

Majority (79.4%) agreed that there is a feeding programme in their schools of which they pay for the food. The study further established that the majority (80.9%) of the respondents revealed that they pay tuition fee. This study does not concur with the 1951 UN convention relating to the state of the refugees where by the host countries should accord the refugees same treatment as the nationals with respect to access to Free Primary Education which should be free and compulsory at the primary level (Article 22:1).

4.6 Effects of relevance of curriculum on refugee children

The third objective of the study sought to establish the influence of relevance of curriculum on refugee education Government. The results obtained are shown on table 4.10, 4.11 and 4.12

Table 4. 10: Headteacher's response on Government policy on recognition of foreign certificates awarded to refugees.

Statement	SA	A	UN	D	SD
	5	4	3	2	1
The refugees children have undergone a different education system than this	42.9	42.9	14.3	0	0
Most of the refugee children are forced to repeat a class or two	42.9	28.6	14.3	14.3	0
Some of the refugee children start the education a fresh	42.9	28.6	14.3	0	14.3
Language barriers hinders education and learning opportunities to the refugees	85.7	14.3	0	0	0
The refugees children do a pre-admission exams to determine which class they should go to	42.9	42.9	14.3	0	0

From the data on the table 4.10, the study established that the refugee's children have undergone a different education system than that of the country of asylum, as was indicated by the majority (42.9%) of the headteachers. This finding do not concur with the UNHCR Education Field Guidelines (2003) which advocates that the curriculum in the refugee education programme should be that of their country of origin.

The majority (42.9%) of the head teachers agreed that it is difficult to establish exactly the level a refugee child was, before he /she left school. The study further established that Most of the refugee children are forced to repeat a class or two, as was indicated by the majority (42.9%) of the head teachers.

The study established that some of the refugee children start the education a fresh, as was indicated by the majority (42.9%) of the head teachers. Language barriers hinders education and learning opportunities to the refugees, as was indicated by the majority (85.7%) of the head teachers who agreed. the study further established that The refugees children do a pre-admission exams to determine which class they should go to, as was indicated by the majority (42.9%) of the head teachers.

Table 4. 11: Teacher's response on Influence of relevance of curriculum on refugee children access to primary education.

Statement	SA	A	UN	D	SD
	5	4	3	2	1
The refugees children have undergone a different education system than this	18.2	40.9	4.5	31.8	4.5
Most of the refugee children are forced to repeat a class or two	31.8	27.3	4.5	18.2	18.2
Some of the refugee children start the education afresh	31.8	31.8	4.5	9.1	22.7
Language barriers hinders education and learning opportunities to the refugees	72.7	22.7	0	4.5	0
The refugees children do a pre-admission exams to determine which class they should go to	50	45.5	4.5	0	0

N=40

From the data on the table 4.11, the study established that the refugee's children have undergone a different education system than this, as was indicated by the majority (40.9%) of the respondents. The study further established that Most of the refugee children are forced to repeat a class or two, as was indicated by the majority (31.8%) of the respondents. According to Tawil, (2004) curriculum is often a difficult and contentious undertaking as it is a process of defining and selecting legitimate knowledge .curriculum involves the teaching and learning that take place once children are enrolled in and in attendance at school.

Pupils response on influence of relevance of curriculum on refugee children access to primary education are shown on table 4.12

Table 4. 12: Pupils' response on relevance of curriculum on refugee children access to primary education.

Statement	Yes	No
	%	%
Were you in school in your previous country?	75.2	24.8
Did you start all over again?	77	23
Did your school recognize the progress?	14.2	85.8
Is the Kenya education system similar to that from your country?	28.3	71.7

N=228

The data on the table above indicates that the majority (75.2%) of the respondents indicated that they were in school in their previous schools.93%.

The majority (77%) of the refugee children indicated that they had to start all over again the education. 85.8% of the respondents indicated that the schools they attend didn't recognize the progress they had attained in their country of origin. The study further established that the majority (71.7%) of respondents indicated that there was some differences in the Kenyan education system as compared to that of their country.

According to INEE, (2010) teaching and learning in times of emergency never take in a vacuum thus refugee children have to join school in the country of asylum despite the fact that education system is not similar to theirs. However, priority areas like peace education and life skills should be a necessity.

4.8 Effects of certification on Refugee education and academic certificates awarded to refugee children

The fourth objective of the study sought to establish the effects of certification on refugee education and academic certificates awarded to refugees in accessing education. Among the suggested effects include;

- i) The recognition of foreign refugee certificate is affected by several factors among them being the relationship between the host country and the home country with respect to language, ethnicity and national identity often closely related to what type of curriculum the country of origin uses (Kirk, 2009). The certification of the refugee education should be validated as a proof of legitimacy.
- ii) There is a mismatch of education syllabus and certification. Thus refugee to be subjected to schools that offer their curriculum.
- iii) The urban refugees should be sensitized on importance of education to an individual and the society at large.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings, the conclusion as well as the recommendations obtained from the findings of his study. The chapter also presents the suggestions for further research areas.

5.2 Summary of the Study

The purpose of the research study sought to establish the school factors influencing refugee children access to primary education in Kasarani District Nairobi, Kenya. The population consisted of 7 head teachers, 42 teachers and 250 pupils. The researcher used case descriptive survey research design, simple random sampling for teachers and purposive sampling for head teachers and pupils the instruments used were questionnaires for the head teachers and teachers and interview guides for pupils. The findings obtained are presented in form of tables and bar graphs. The study was deemed successful in that the objectives of the study were addressed in the findings.

5.3 Summary of the Main Findings

The first objective of the study sought to establish the influence of the language of instruction effect on access to primary education for refugee pupils in Kasarani district, the study established that; The refugee children have a problem of communication due to the language barrier and that education policies on language of communication do not make adequate cover to the refugees children. As a result there is poor performance especially in languages among the refugees. The learning facilities are not adequate due to high enrollment rate. Parents of the refugee children do not attend the school meetings and functions due to language barrier.

The second objective of study sought to examine how the protective environment of school affects refugee pupils' access to primary education in Kasarani district. The study established that; the refugee's children have equal learning opportunities with the Kenyan children; the government takes the records of the refugee children in schools and those Refugee children feel secure while in school.

The third objective of the study sought to establish the influence of relevance of curriculum on refugee access to primary education. The study established that; the refugees' children have undergone a different education system than that of the host country, Language barriers hinders education and learning opportunities to the refugees and that the refugees' children do pre-admission exams to determine which class they should go to.

The fourth objective of the study sought to establish the influence of certification on refugee education and academic certificates awarded to refugees' children in access to education. Among the factors cited are the certification of the country of origin is totally different with the Kenyan system ; a regular assessment of the pupil's progress and attendance be conducted, The government should ensure appropriate registration of the refugees and issuing of the appropriate documents for recognition and sensitization of the public on importance of education certification.

5.4 Conclusion of the study

Based on the findings of this study, the researcher makes the following conclusions

- i) The government is effective in the implementation of FPE and that the refugees in Kasarani have equal access and opportunities in education. For the refugees not accessing education, it's because of other personal issues.
- ii) The refugee children have equal chances and opportunities to examinations, as the pupils of regular citizens. However they still are required to have a refugee registration certificate.
- iii) It is difficult to recognize the foreign certificates for refugees because of the mismatch of the education syllabus, and the entire education system at large.
- iv) The language difference between the refugees country of origin, and Kenyan languages is a big challenge to the continuation of education and socialization to the refugee children

5.5 Recommendations of the study

From the findings of this study, the researcher makes the following recommendations.

- i) The government through the MOE and Kenya Institute of Curriculum

- i) Development KICD) should develop a curriculum for refugee's children.
- ii) There is a need for head teachers, teachers, parents, policy makers and other stakeholders to join hands in addressing the school factors influencing access to primary education to refugee children.
- iii) The government should deploy teachers who understand the languages of refugee origin, to the schools in areas with many refugees, so as to enhance learning and understanding of the refugee children iv) The government should offer funds for SFP to the primary schools so as to relieve the refugees' families the burden of paying the money for SFP.
- iv) The government to expose refugee children through guidance and counseling programmes to assist them easily adapt in their new environment.

5.6 Suggestions for Further Research

Further research is recommended on the following area

- i) Further research is suggested on the reasons why some refugees children drop out of the primary schools, before completion
- ii) A study is suggested on the language barriers facing refugees' children, in primary schools in Kenya.
- iii) Similar study should be conducted in other areas in Kenya inhabited by urban refugees.

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APPENDIX 2

HEADTEACHERS QUESTIONNAIRES

The aim of this research study is to establish effects of school based factors on refugee education on refugee children access to education, in Kasarani, Nairobi, Kenya. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do NOT indicate your name.

Section A: demographic information

Please tick (✓) the appropriate answer

1. What is your Gender?

Male Female

2. What is your Age?

20-30 years

31-45 years

Over 45 years

4. What is your highest Academic Qualifications?

Diploma in Education.

Bachelors Degree

Master Degree

5. For how long have you been a teacher?

1 – 3 years

4 –8years

9-12 years

Over 12 years

Section B. Language of instruction

Please respond to the statements about the language of instruction Factors influencing the School access to primary among the Refugees children indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The policy guidelines are not clear on the refugees children					
2	Education policies do not adequately cover the refugees children					
3	The refugees children are difficult to accommodate in the schools					
4	The learning facilities are adequate					
5	Registration certificate is a requirement for refugee children enrollment					
6	Classrooms have enough capacity to accommodate refugee children					
7	Teacher pupil ratio is adequate					
8	Parents of refugees children do not attend school meeting due to language barrier					

Section C. Protective environment of school effects on refugee access to primary education

Please respond to the statements about the protective environment of school role of education on Education Opportunities for Refugees Children, indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD).

Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	Refugees children adjust easily to the school environment					
2	The refugees children have equal learning opportunities with the citizens children					
3	Awarding of bursaries and scholarships is done regardless of the origin of the children					
4	Refugees children are treated equally and fairly in school, as the citizens children					
5	Registration certificates are not a major requirements for enrollment					
6	Refugees children are discriminated and/or bullied by other citizens children					

State any other protection role on education on Education Opportunities for Refugees Children.....

Section D. Effects of relevance of curriculum on refugee children access to primary education

Please respond to the statements about the effects of relevance of curriculum on refugee children access to education, indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The refugees children have undergone a different education system than this					
2	The certification system of the country of origin is totally different					
3	It is difficult to establish exactly the level a child was, before he /she left school					
4	Most of the refugee children are forced to repeat a class or two					
5	Some of the refugee children start the education a fresh					
6	Language barriers hinders education and learning opportunities to the refugees					
	The refugees children do a pre-admission exams to determine which class they should go to					

Section E. Effects of certification on refugee education and academic certification effect on access to primary Education

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The certification system of the country of origin is totally different					
2	It is difficult to establish exactly the level a child was before he/she left school					
3	Refugee children do regular assessment to determine academic progress					
4	The government should ensure proper certification to refugees					
5	The certification system of the country of origin is totally different					

APPENDIX 3

TEACHERS QUESTIONNAIRES

The aim of this research study is to establish influence of school factors on refugee education on refugee children access to education, in Kasarani, Nairobi, Kenya. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose: Please do NOT indicate your name.

Section A: Demographic information

Please tick (✓) the appropriate answers.

1. What is your Gender?

Male Female

2. What is your Age?

20-30 years

31-45 years

Over 45 years

4. What is your highest Academic Qualifications?

Diploma in Education.

Bachelors Degree

Master Degree

5. For how long have you been a teacher?

1 – 3 years

4 – 6 years

7 –12years

Over 12 years

Section B: Influence of Language of instruction

Please respond to the statements about the language of instruction Factors affecting the School Attendance of Refugees in Public Primary Schools, indicating whether you strongly agree (SA)

Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The policy guidelines are not clear on the refugees children					
2	Education policies do not adequately cover the refugees children					
3	The refugees children are difficult to accommodate in the schools					
4	Teacher pupil ratio is adequate					
5	Registration certificate is a requirement for refugee children enrollment					
6	Refugees adapt easily to the curriculum					
7	Learning resources are adequate					
8	Language of instruction is not a barrier					

State any other quality of education factors affecting the attendance of refugee's children in primary schools

.....

Section C. protective environment of school influence on refugee access to primary education

Please respond to the statements about the protective environment role of education on Education access to primary education for Refugees Children, indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD).

Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	Refugees children adjust easily to the school environment					
2	The refugees children have equal learning opportunities with the citizens children					
3	Awarding of bursaries and scholarships is done regardless of the origin of the children					
4	Refugees children are treated equally and fairly in school, as the citizens children					
5	Registration certificates are not a major requirements for enrollment					
6	Refugees children are discriminated and/or bullied by other citizens children					
7	The government takes the records of the refugee children in schools					
8	The refugees children get funding from NGOs					
9	Religious issues are a major problem to the refugee children					

State any other protection role on Education Opportunities for Refugees Children

.....

Section D. Effects of relevance of curriculum on refugee access to primary education

Please respond to the statements about the effects of relevance of curriculum on access to primary education, indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). Please tick (✓) against each statement your best opinion

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The refugees children have undergone a different education system than this					
2	The certification system of the country of origin is totally different					
3	It is difficult to establish exactly the level a child was, before he /she left school					
4	Most of the refugee children are forced to repeat a class or two					
5	Some of the refugee children start the education a fresh					
6	Language barriers hinders education and learning opportunities to the refugees					

State any other Government Policy on Recognition of Foreign Education and Academic Certificates Awarded to the Refugees

.....

.....

Section E. Effects of certification on refugee education and academic certification effect on access to primary Education

	Statement	SA 5	A 4	UN 3	D 2	SD 1
1	The certification system of the country of origin is totally different					
2	It is difficult to establish exactly the level a child was before he/she left school					
3	Refugee children do regular assessment to determine academic progress					
4	The government should ensure proper certification to refugees					

APPENDIX 4

INTERVIEW SCHEDULE FOR PUPILS

The aim of this research study is to establish effects of school based factors on refugee education on refugee children access to education, in Kasarani, Nairobi, Kenya The information provided will be treated with utmost confidentiality and will only be used for the intended purpose:

SECTION A: Background Information

1. Your gender
2. Your age in years. yrs

Section B. The language of instruction factors affecting refugee children access to primary education in Public Primary Schools

3. Are you registered as a refugee officially?
4. During the admission to the school, were you asked for any admission fees
Yes No
5. How many pupils are in your class? 25-40 41-60 61 and above
6. How many pupils share a text book? 2-4 5-8 8 and above
7. Do you have a problem in the language of instruction? Yes No
8. Do you have a favourite language subject? Yes No

Section C. Protective environment of schools effects on refugee access to primary education

9. Did you have any difficulties in adjusting to this school? Yes No
If yes, what was it?.....
.....
10. Are there any forms of discrimination? Yes No
If yes, which ones?
.....
11. Do you feel secure in your school? Yes No
If no, clarify.....
.....
12. Are refugee children treated equally with Kenyan children? Yes No

13. Is there a feeding programme in your school? Yes No
 If yes do you pay for the food? Yes No
 14. Do you pay tuition fees? Yes No
 15. Do the toilets offer privacy to the older children? Yes No

Section D. Effects of relevance of curriculum on refugee children access to primary education

16. When did you arrive in Kenya?
 17. Were you in school in your country?
 If yes, which class were you in?
 18. In which class did you start schooling in Kenya?
 19. Did your current school recognize the progress from your country?
 20. Are the education systems similar? Yes No
 21. Did you have a language problem during transition of the schools?
 Yes No
 If yes, how did you overcome them?.....

Section E. Strategies that the Government should employ, to Improve on Refugees Education and certification

What do you think can be done to make your learning better?

.....

What do you think can be done for those refugee children who do not go to school to assist them attend school?

.....

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

May 12, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam.

RE: INTRODUCTION LETTER FOR FELIX F. MASSAWE
REG NO. 1163-06014-06153

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelor's Degree in International Relations and Diplomatic Studies


He is currently conducting a field research for his dissertation entitled, "School Factors Influencing Refugee Children access to Primary Education in Kasarani District, Kenya."

Your organisation has been identified as a valuable source of information pertaining to his Research Project. The purpose of this letter then is to request you to accept and avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,



Gerald Muzaare

HOD, Political and Administrative Studies