

**FACTORS INFLUENCING ACCESS AND PARTICIPATION OF
REFUGEE GIRLS IN PRIMARY EDUCATION IN EASTLEIGH,
NAIROBI COUNTY, KENYA**

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**A Research project submitted in Partial fulfilment of the requirements for
the award of Degree of Master of Education in Education in Emergencies of
University of Nairobi**

2013

DECLARATION

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

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DEDICATION

I dedicate this research to my husband John, my wonderful parents and my daughter Jacinta and friends whose encouragement kept me going throughout the study. May the Lord Jesus be praised.

ACKNOWLEDGEMENT

I would sincerely wish to thank the Lord God Ebenezer who stretched his mighty hands to see me through this work. May glory be to Him forever.

I would like to express my sincere appreciation to Dr. Grace Nyagah, and Dr. Rosemary Imonje for their patience and endless guidance throughout this project. Their mentorship was paramount in giving a well-rounded experience throughout my study and this project. Their commitment to the highest standards inspired and encouraged me during this project.

I would also like to thank all the lecturers in the Department of Educational Administration and Planning for their input, valuable discussions and accessibility in my entire learning and this project.

I would like to acknowledge all the headteachers, teachers in Eastleigh urban refugee settlements who warmly received me in their schools and completed the questionnaires as I collected data for my research. I am indebted to my true friends for their encouragement.

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LIST OF ABBREVIATION

FIDA:	Federation of Women Lawyers
FGM:	Female Genital Mutilation
NGOs:	Non Governmental Organizations
IPAR:	Institute of Public Analysis and Research
IRC:	International Rescue Committee
UNESCO:	United Nations Education and Cultural Organization
UNHCR:	United Nations Humanitarian Commission for Refugees
UNICEF:	United Nations Children Education Fund
WRC:	Women Refugee Commission
UN:	United Nations
WHO:	World Health Organization

ABSTRACT

This research sought to establish the factors that influence the access and participation of refugee girls in primary education in Eastleigh. The study investigated the school, the family and the individual factors affecting refugee girls' education. The study was guided by Socio-cultural theory of education. The school, family and individual factors were the independent variables while access and participation was the dependent variable. The study used descriptive survey design. The target population of the study was the refugee girls, primary school teachers and IRC officials. The researcher used purposive and simple random sampling to select 75 teachers, 126 girls and 10 IRC officers as the sample. Data was collected using questionnaires for teachers, focus discussion groups for the girls and interview schedules for head teachers. The study adopted content validity which was tested by review of the instruments by the supervisor and other lecturers from the department of education administration and planning of University of Nairobi. The reliability of research instruments was tested by determining the internal consistency of the items. A pilot study was carried out and the results used to calculate the Cronbach's alpha coefficient. A cronbach's alpha value of 0.7 was used as the minimum recommended consistency. The teachers' questionnaires were found to have an alpha value of 0.82 thus they were used without alteration. The study collected both quantitative and qualitative data. Quantitative data was analysed using descriptive statistics such as frequencies and percentages and presented in tables and charts while qualitative data was analysed thematically as per the objectives. The study established that the family factors that influenced access and participation of refugee girls to education negatively were: retrogressive culture, lack of support from parents, unconducive home environment, gender roles and household chores. The school factors that had negative influence were: use English language for instruction, lack of facilities and instructional materials, lack of refugee integration services in the schools. The individual factors were: poor mastery of English language, negative attitude of the girls towards education, embracing of retrogressive cultures by the girls, and post conflict trauma among the girls. The researcher recommended awareness programmes and special services programmes for teaching language and integration services to be offered to the girls.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is widely recognized as the key to National development. Since the attainment of political independence in 1963 the government of Kenya, has placed emphasis on the role of education in socio-economic and political development by expanding access through opening of more schools and increasing enrolment in schools of both girls and boys (Gender Policy in Education, 2007)

More than 40 years ago, the nations of the world as said through the Universal declaration of Human Rights that everyone has a right to education. Despite these whole efforts, more than 680 million primary school-age children have no access to primary schooling, while 960 million adults are illiterate. Of the world's population of 6.2 billion an estimated 862 million people are illiterate, the highest percentage of whom live in sub-Saharan Africa (UNESCO, 2009).

A refugee is a person who has left his or her country of nationality and is unable or unwilling to return to that country due to persecution or a well-founded fear of persecution based upon race, religion, nationality, membership in a specific social group, or political group (Immigration and Nationality Act of US). According to

the USDOS (2007), by the end of 2005, the worldwide refugee population was 13 million, the lowest rate in 26 years. An estimated 80% of the world's refugees are women and children, with children and youth constituting approximately half of the worldwide refugee population.

Children living in refugee camps and settlements, or internally displaced, whose security has been shattered, often violently, and who have lost or have been separated from friends and family members have their lives being in a state of despair. Education provides a vehicle for rebuilding refugee children's lives, through social interaction and gaining knowledge and skills for their future lives. For some, the alternative is depression and idleness, and for others, a range of anti-social activities and the thought of revenge through a renewal of arm conflict (Nicolai & Triplehorn, 2003).

The right to education of refugee and internally displaced children is enshrined in human rights laws and conventions; it is recognized that for children whose lives are affected by war, violence, displacement and the general disruption of normal life, education plays an important role in providing protection. This protection may be in the form of physical protection in a safe learning space away from dangers of the surrounding areas; it may be psychosocial protection in the form of interaction with peers and trusted adults with opportunities to be creative and to

share concerns and ideas in different ways (Nicolai & Triplehorn, 2003). Kerr (2010) noted that many refugee and displaced children are unable to attend school – and for those who do, the quality is very low and there are few opportunities for much more than rote learning. In some circumstances going to school may even put children – and especially girls – at risk. In Eastleigh for instance, while the government of Kenya guarantees free primary education for both refugees and nationals, many refugees lack awareness of their rights and are unable to exercise them (Pavanello, Elhawary, & Pantualiano, 2010). The World Refugee Survey (2009) showed that some primary schools requested for admission fee which often in form of a bribe to the head teacher. Due to this poor refugees find it difficult to access education due to the cost transport, books, informs, desks and school fees (Dix, 2006).

The participation of girls in education has been low in most situations especially emergency situations such as armed conflicts and droughts. Refugee background students need time and support to negotiate a range of challenges on resettlement in new areas that may include trauma, a disrupted education, adapting to a new culture and learning a new language (Kerr, 2010). More to, this refugee background children are distinguished by their experiences of violence and other traumatic events prior to their arrival in refugee camps or settlements. They may

have been separated from, or may have lost, close family members as a result of conflict (WRC, 2009).

The experience of displacement from one's home country is often a significant trauma and loss for refugees of all ages. Refugee children must leave behind all they have ever known, including friends, communities, schools, homes, and family members. Many refugee children suffer from ongoing stress and trauma due to war-related trauma and the pressures associated with migrating to another country (Heptinstall, Sethna & Taylor, 2004). According to Heptinstall, Sethna and Taylor (2004) disruption in schooling, exposure to violence, and extensive deprivation can also impact the cognitive, emotional, and behavioral development of refugee children.

Countless refugee families have survived traumatic life events including years of political conflict, exposure to war-related violence and deprivation, and chaos in refugee camps. Potential risk factors encountered by refugee children and youth include separation from family members, lack of access to education and health care, recruitment into armed forces, sexual exploitation, the loss of home, and exposure to war-related trauma (UNICEF, 2006). Education for refugees faces a number of challenges. Firstly, the experience of displacement from one's home country is often a significant trauma and loss for refugees of all ages (Heptinstall,

Sethna & Taylor, 2004). Heptinstall, Sethna and Taylor (2004) added that refugee children must leave behind all they have ever known, including friends, communities, schools, homes, and family members. Many refugee children suffer from ongoing stress and trauma due to war-related trauma and the pressures associated with migrating to another country. Disruption in schooling, exposure to violence, and extensive deprivation can also impact the cognitive, emotional, and behavioral development of refugee children (Bureau of Refugee and Immigration Affairs, 2008).

The family as the first social system also plays a key role in the adjustment of the refugee girls into the new environment thus influencing the girls' access and participation in education. Many factors affect the involvement of refugee parents and other guardians in their children's education. For instance, International Rescue Committee (2006) notes that refugee parents are frequently overwhelmed by financial concerns and employment demands while struggling with English language acquisition. At the same time, they contend with adjusting to an unfamiliar environment where cultural values and behavioral patterns embraced by their children may be considered disrespectful in their culture.

Research on school factors affecting girl's access and participation is inconclusive although a number of common factors have been identified. These may include cost of education, language of communication and instruction within school, cultural diversity of learners and teachers as well as curriculum (UNHCR, 2011).

According to International Refugee Committee (IRC) (2012) there are roughly over 120,000 Somali refugees living in Eastleigh area of Nairobi. This constitutes a serious crisis in education of the refugees due to a number of factors: cultural diversity among the refugees, educational background of the refugees among others. Girls in refugee camps — run by international nongovernmental organizations (NGOs) under the auspices of the United Nations — are also at risk of sexual violence. Camps are often located in or near areas of active conflict, limiting their ability to offer real refuge from violence. When they are located near towns or urban centers, local residents may enter the camps and harass the refugee population (Women's Commission for Refugee Women and Children, 2008). This reveals the fact that refugee girls are at a higher risk and their participation in education may be impaired. Much research has highlighted the factors affecting refugee girls' access and participation in camps in Kenya. However, Eastleigh is an urban setting that is different from camp situation thus the need for the current study.

1.2 Statement of the Problem

The increasing number of refugees in Kenya and lack of adequate humanitarian assistance in refugee camps has resulted to the movement of refugees from the camps to Nairobi mainly in Eastleigh. However, lack of streamlined policy for the inclusion of refugees in schools in Nairobi and the failure of the refugees to understand their rights has resulted to restrictions by the school administration in form of admission fees which bar refugees from accessing education. This situation puts the refugees in Eastleigh in a vulnerable situation that could greatly hinder their access and participation in education owing to the challenges posed by the new environment at home and in school. Refugee girls are more disadvantaged owing to the gender biasness among the Somali community. It is in this view that this study sought to find out the factors that influence the access and participation of refugee girls in primary education in Eastleigh.

1.3 Purpose of the study

This study sought to determine the factors that influence access and participation of refugee girls in primary education in Eastleigh area, Nairobi County.

1.4 Objectives of the study

The study sought to achieve the following objectives:

- i. Determine the family factors affecting access and participation of refugee girls in primary school education in Eastleigh.
- ii. Establish the individual/personal factors affecting access and participation of refugee girls in primary education in Eastleigh.
- iii. Determine the school factors affecting access and participation of refugee girls in primary education in Eastleigh.

1.5 Research Questions

In order to achieve the stated objectives, the study answered the following questions:

- i. What family factors influence access and participation of refugee girls in primary school education in Eastleigh?
- ii. Which individual factors influence access and participation of refugee girls in primary education in Eastleigh.
- iii. What are the school factors that influence access and participation of refugee girls in primary education in Eastleigh?

1.6 Significance of the Study

The findings of this study gave the government and humanitarian organizations insights to the access and participation of refugee girls in primary education in Eastleigh. This provides a basis for new paradigms of approaching the problem

faced by refugee girls. The study showed the status of the education of girls as reflected in their attendance. Such information is of great importance to school administrators and humanitarian organizations as the information thereof would be used to make recommendations for relevant adjustments aimed at changing not only the quantitative aspects of girl's education, but also the quality of the education offered at the camps. The significance of the study further lies in the necessity to explore the influence of all the camp based factors affecting girl's performance and other domestic labour and role demands that are all mostly gender based which could be used to enhance the education of refugees.

1.7 Limitations of the Study

The researcher used descriptive survey in which self reported questionnaires were used. The validity of the results therefore depends on the honesty and objectivity of the respondents in answering the questions. Secondly, the study took place at a time when the government had issued a directive for refugees living in urban areas to be relocated to refugee camps a situation that may have led the refugees not to provide this information honestly. However, the researcher assured the respondents that the information was to be used solely for purpose of the study and that they were not required to reveal personal information that could identify them.

1.8 Delimitations of the Study

Although refugees are in many urban areas Kenya, the study was carried out in Eastleigh only since this is the only urban refugee settlement that was identifiable at the time of the study.

1.9 Assumptions of the Study

The study was based on the assumption that refugee girls living in Eastleigh attend school

1.10 Definition of Significant terms

Family factors: Refer to the characteristics of the home and family members such as; gender roles; home environment; cultural practices; involvement of family members in girls' education.

Individual Factors: Refer to the personal characteristics of the refugee girls such as age, educational background among others that may affect the way the girls may interact, participate or whether or not to attend school.

School factors: Refer to the characteristics of the school (environment, curriculum, teaching language etc) and its members (pupils, teachers, school administration) that influenced the participation of girls in education.

Access to primary education: Refer to the ability to attend primary school

Participation in primary education: Refer to the opportunity to actually carry out duties and activities related to the learning process in the primary schools where one is schooling.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the factors that affect the education of refugee girls and girls in general. The chapter is organized into: factors affecting education of refugee girls, family related factors, personal factors and language. A critical review of literature, theoretical framework and conceptual frameworks are also presented.

2.2 Family Factors influencing access and participation of girls in Education

In the United States, the National Center for Education Statistics (NCES) and private research organizations have identified two types of factors related to low participation of pupils in education: those associated with families and those related to an individual's experience in school (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, & Drake, 2010). In Lebanon the participation of refugees in education was found to be low as compared to nationals owing to high dropout rates of the refugees (Bilagher, 2006). Bridgeland, DiIulio, and Morison (2006) attributed these high dropout rates of refugees to family background factors, such as socioeconomic status, race/ethnicity, single-parent families, siblings' educational attainment, and availability of schools for the near homes.

In an investigation by the United Nations in 2001 to assess the scope and nature of gender-based violence and exploitation occurring in refugee camps throughout Liberia, Sierra Leone and Guinea, investigators found that the single greatest protection issue affecting entire refugee populations, and especially young girls, was sexual violence and exploitation (UNICEF, 2011). The study found that girls, typically between 13 and 18 years old, were involved in sexually exploitative relations, with the youngest reported girl being five years old. The study also found that although the girls often knew that sexual exploitation violated their fundamental human rights, they felt trapped in their situation and unable to leave (UNICEF, 2011).

Early marriage of girls is the norm in many regions of the world, even in the absence of conflict. Financial hardship resulting from conflict, however, puts additional pressure on families to marry off their daughters at earlier and earlier ages in order to secure a bride price, or at least reduce the number of dependents they must support. In its visits to refugee camps in Chad, the Women's Refugee Commission found that Darfur refugee girls were married, on average, between the age of 14 and 18. Bride prices gave families an incentive to marry off their daughters early so that they no longer had to support them and could instead collect payment for them (WRC, 2009).

Parental influence is an important factor affecting Girl Students' access to education. Thus parents' education and encouragement are strongly related to improved student achievement. Students with parents who were both college – educated tended to achieve at the highest levels (Oloo, 2003). Important factors include parental involvement in their children education, how much Television children are allowed to watch and how often students change schools (Oloo, 2003). This is further supported by Ahawo (2009) who observed that in modern society's parents' influence played a very important role in the academic life of a student. Otula (2007) supported this by stating that effective learning involves partnership of students, teachers and parents. Ahawo (2009) observed that parents' involvement determines the emotional and material input that further determined the motivation level in children towards education. This is worse for refugee parents and guardians for a number of reasons.

According to the International Rescue Committee (2006), refugee parents are frequently overwhelmed by financial concerns and employment demands while struggling with new language acquisition. At the same time, they contend with adjusting to an unfamiliar environment where cultural values and behavioral patterns embraced by their children may be considered disrespectful in their culture or retrogressive.

Omoraka (2001), noted that children with rich parents have certain needs, physical and sociological which when met contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help to promote effective learning and good performance in schools. However, refugees form a special group that is mainly characterized by poverty stricken families living in congested areas that depend on humanitarian assistance either from the government or international organizations.

Male teachers' negative attitude towards their female pupils' academic ability tends to thwart the academic ambitions these pupils have together with few number of female teachers. Since these teachers expect female pupils to be less achievement oriented than their male counterparts, female pupils tend to respond accordingly. Girls who enter school have to cope not only with societal attitudes that perceive them as less intelligent, less achievement oriented and less academically capable than boys, but also with gender stereotypes that school staff have for female pupils which reinforce these attitudes. Thus making it difficult for girls to overcome negative participation and achieve excellent results in school.

Families thrown into extreme poverty as a result of conflict often require their daughters to withdraw from school and to make other sacrifices for the family's

functioning and survival. When mothers are forced to find work outside the home, older daughters are expected to care for siblings and do additional household chores in their absence. As a result, they must stay home from school (WRC, 2009).

Research by IPAR confirmed that there are several out-of-school factors that inhibit girls' participation in education. Such factors are mainly related to the family background. Poverty in particular has far reaching implications for education of the girl child. According to the (UNICEF, 2011), poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, like in the ASAL regions and the slums in urban centers, it was reported that girls as young as 11 years are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training.

2.3 Individual factors influencing access and participation of refugee girls in education

Research has shown some differential factors that make boys outperform girls in various areas in education such as mathematics and science. In African setting, socio-cultural factors tend to affect the attitude of girls towards education in a negative way (Kainja & Mkandawire, 1989). Parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education. Kapakasa (1992) found that boys received more parent-supplied exercise books than girls did. This could lead to demoralization of the girls leading to feelings of neglect thus low performance in school.

Cultural factors have been seen to contribute considerably to school dropout for both females and males. Kapakasa (1992) in her study on determinants of girls participation and persistence in school, found that initiation ceremonies contributed significantly to school dropout as parents demonstrated willingness to pay more for initiation of their daughters than for regular schooling. Since initiation prepares young girls for married life, the girls choose to put into practice what they learn at the initiation ceremonies rather than continue with schooling. Kainja and Mkandawire (1989) also contended that while girls as well as boys

experience multiple repetition, girls are at a disadvantage because the onset of adolescence brings competing demands in school, at home and in the community with the risk of pregnancy and early marriage.

Culturally determined ways of defining women and men and their roles in a given society shape gender-specific opportunities and constraints. Thus, the existence of discriminatory attitudes towards the schooling of girls is informed by customs and culture. Mobility restrictions arise in many societies when girls reach puberty and this makes the effect to be more on girls retention than on entry (Kainja & Mkandawire, 1989).

Insecurity and other camp and refugee settlement harsh environments have been cited as a blow to the attitude girls towards education. As noted by WRC (2009) boys and girls may both receive weapons and military training and engage in frontline combat, and both are often sent ahead to determine contaminated areas. They frequently participate in raids to steal food and other supplies, and to abduct other children. Both may work as porters, helping to carry food, weapons and loot, as their armed groups tend to be constantly on the move. And both are often put to work in illicit commercial operations, such as mineral mines, rubber plantations and logging operations, as well as forced to act as human “mules,” carrying weapons, gems, drugs and other illicit goods.

However, because of their gender, girls are frequently expected to provide an additional service to armed groups (UNHCR, 2006). They serve as sex slaves, their young bodies offered up as inexpensive rewards. In conflict regions throughout the world, girl soldiers are commonly divided up and allocated to soldiers and rebels to serve as their “wives.” Girls in camps who have experienced such inhuman treatment may therefore suffer psychological disturbances that may hinder their progress in school. This makes the girls suffer psychological trauma even after conflict a key factor that must be addressed if refugee girls were to fit in normal school environment and adjust to school life.

The early maturation of girls coupled with FGM contributes much to poor performance and eventually dropping out of girls from school. This was noted by Juma, Simatwa & Ayodo (2011) in their study on factors leading to poor performance of girls in secondary schools. Among the reasons given for boys' better performance were: girls lacked ambition or motivation and the spirit of competition. Some head teachers stated that girls lacked the ambitions to work hard because they are lazy. Pregnancy and pressure to get married were among the factors that contribute to poor performance by girls.

It should also be noted that girls in refugee camps are usually from conflict zones where there may not have been any chances for schooling. These girls may start schooling at later age where initiation and FGM takes place preparing them for marriage. This greatly affects their motivation and commitment school thus poor performance and eventually dropout. The girls educational background for refugee girls may thus be seriously affected by exposure to conflict thus being an impediment to the refugee girl education in normal schools. For example According to McBrien (2005) refugee youth in the U.S. face further challenges, including academic difficulties, language acquisition, social isolation and alienation, social adjustment with peers, negative peer pressure, grief and bereavement, discrimination, cultural misunderstanding, and adjustment to a new educational system. Associated psychosocial stress can hinder refugee children's ability to learn English, perform adequately in school, and develop peer support networks.

2.4 School factors influencing access and participation of refugee girls in education

The literature on education of refugees is limited in its scope. It focuses primarily on education in emergency situations within the confines of camp or settlement structures. In many countries, however, including Uganda, education of refugees takes place in multiple (Dryden, 2003): schools in refugee settlements, attended

primarily by refugees and some nationals; primary schools in refugee settlements, attended primarily by nationals and some refugees; government-aided schools in the urban centres, attended primarily by nationals and some refugees; and self-help schools in the urban centres, attended primarily by refugees and some nationals.

Dryden (2003) observed that access to education for refugees is largely determined by the setting in which the refugee lives. In this case refugees living in urban settlements face unique problems of adapting to the new environment due to cultural diversity among others. A number of common obstacles to the refugee girls living in towns have been identified. The financial costs of education, especially in urban areas, limit the number of refugees who can go to school. On the other hand, lack of qualified teachers, particularly in rural settings, impinges on the quality of education available to refugees.

Similarly, English as a language of instruction means that refugee children must repeat classes, and they are often old socially for the level of education to which they find themselves limited by language (Carroll-Boegh, 2005) Carroll-Boegh (2005) further noted that immense social stability is created for refugee children in situations where there is integration of refugee and national pupils, as the context of displacement is somewhat normalised.

Studies in different parts of the world have shown a strong relationship between language proficiency and performance (Carroll-Boegh, 2005; Hellekjaer, 2004; Tella, Räsänen & Vähäpassi, 1999). For instance, in a study to determine the effects of language on performance in physics, it was found that although students reported that they experienced little or no difference between their Swedish and English classes, in the latter they would ask as well as answer significantly fewer questions. They were less able to simultaneously take notes and follow what was said, which they made up for by spending more time reading materials in advance, and asking the lecturer questions after class (Carroll-Boegh, 2005).

Studies in different parts of the world have shown a strong relationship between language proficiency and performance (Carroll-Boegh, 2005; Hellekjaer, 2004; Tella, Räsänen & Vähäpassi, 1999). For instance, in a study to determine the effects of language on performance in physics, it was found that although students reported that they experienced little or no difference between their Swedish and English classes, in the latter they would ask as well as answer significantly fewer questions. They were less able to simultaneously take notes and follow what was said, which they made up for by spending more time reading materials in advance, and asking the lecturer questions after class (Carroll-Boegh, 2005).

Klaassen (2001) found that students in large-scale lectures at Delft University of Technology were highly critical of their teachers' English language skills. Also, it turned out that although exam results in English-taught groups were initially slightly lower than those in Dutch-taught groups, this effect disappeared after a number of courses. Wilkinson (2005) noted that in Maastricht University (Netherlands) the level of language proficiency had positive effects on mastery of content taught. Refugee girls are natives of Somali origin in which Swahili and English are second and third acquisition languages respectively. In this view, the language of instruction may have significant effects on the performance of refugee girls in Eastleigh.

2.5 Summary of literature

Reviewed literature has shown that education in refugee camps is faced by many problems. Various factors have been identified at the camp, school, family and personal levels as key to the detriment of girls' education in refugee camps. Research has shown that major camps issues include: insecurity, sexual violence and exploitation, inadequacy of schools, lack or inadequacy of sanitation facilities such as latrines, poor nutrition and socio-cultural values that are discriminative against the girl child among others (WRC, 2009; UNHCR, 2005).

At school level the factors that inhibit the performance and completion of girls have been shown to include: negative attitude of teachers towards girls education, unfair treatment of girls by teachers and boys in school, lack of female teachers as role models, lack of facilities such as latrines, adequate class space, desks etc, unbalanced teaching methods that favour the boys (Odaga 1995; Ndumg'u, 2011; WRC, 2009; Kuthemba ,1988; Kainja & Mkandawire, 1990; Davison & Kanyuka, 1990; Sey, 1997)

At family, socio-cultural factors such as FGM, domestic chores, negative attitude of parents towards girls education, poverty, lack of proper nutrition, lack of social facilities such as toilets, sanitary towels, lack of role models, education level of the parents, education level of elder siblings are key to the attitude and motivation hence performance of girls in schools (Juma, Simatwa & Ayodo, 2011; WRC, 2009; Girl child Network, 2004; Early marriage & education, 2007; UNICEF, 2010; Amnesty International, 2001; FIDA, 2001; World Health Organization, 2006).

Refugee girls are faced with various problems due to conflict and displacements. Such atrocities like rape, threats, kidnap, the sight of weapons and deaths in the conflict affect the girls psychologically; constant fear as well as cultural practices like FGM affects the girls' motivation and attention in school thus poor

performance. The girl's age and maturity has also been found to influence their stay in school (Kapakasa, 1992; Mkandawire, 1989; Lloyd & Blanc, 1996; WRC, 2009; Juma et al., 2011; WRC, 2004). The migration Somali refugees from Dadaab Refugee camps to Eastleigh in Nairobi have constituted an education crisis. Although several studies have identified the factors that affect the performance of girls in refugee camps, Eastleigh is a special case of refugees living in an urban centre and in non formal refugee camp thus the need for this study.

2.6 Theoretical Framework

This Research is based on Socio-cultural theory which states that our cognitive development and learning processes are merely products of our society and culture. Different cultures have various systems, including beliefs, values, manners, normative behaviors and practices. Our culture teaches us behavior which may also vary according to our society. Our socialization within a specific culture and society moulds our behavior and teaches us right and wrong. The socio-cultural theory claims that everything which makes up the psychological processes which join together to form our "self-image" and our "identify" and overall our "reality". Thus we are merely just products of our culture and society.

The belief that social exposure to various cultures expands a child's pool of knowledge seems reasonable. The more experiences that a child has, the richer their world becomes. Developmental advancements, dependent upon the people and the cultural tools provided to the child, will help him/her to form his perceptions of the world. Vygotsky's theory suggests that there are three ways in which learning is passed along to an individual. Imitative learning is the first, where the child simply copies another person. Second is instructed learning, where a child recalls direction given by a teacher and then puts it into play, and the third is collaborative learning. Collaborative learning happens when a peer group cooperates to learn or achieve a specific goal while working to understand one another. (Kids Development, 2000)

Children, especially toddlers and preschoolers, often speak aloud to themselves as they are trying to understand something. This self-talk helps them to work things out in their own minds. Vygotsky believed that this "private speech" lessens with age until it becomes all but non-existent. It's not that older children (and adults) don't have the need to think things through, but in Vygotsky's observation, he felt that they do this on an internal level thinking, but not necessarily voicing their thought processes.

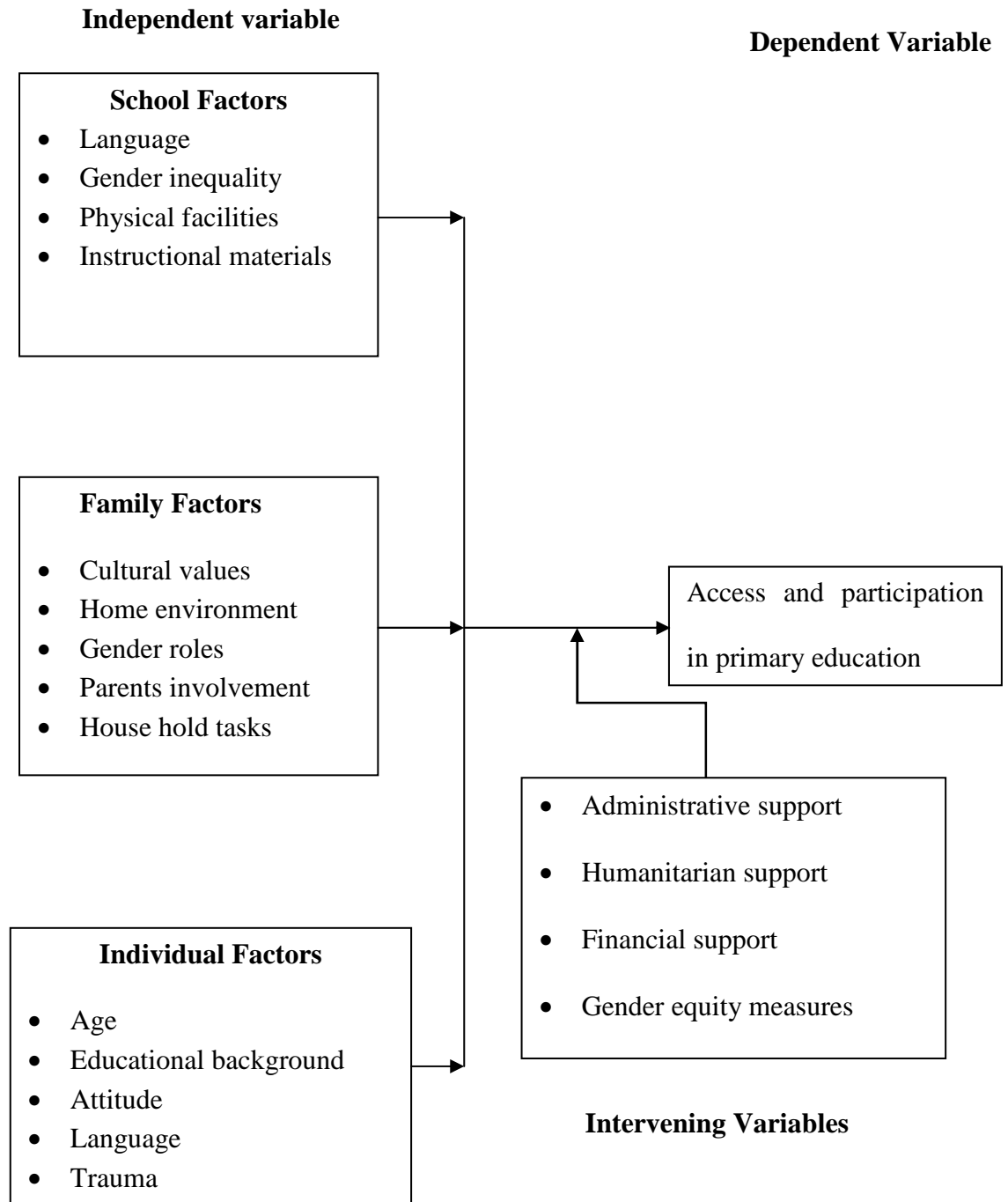
Clearly, in order to achieve the highest level of development possible, believers in Vygotsky's theories would advise that parents expose their children to a variety of social situations, since each interaction is considered a learning experience. It is especially important to introduce children to people and ideas that operate above their current knowledge level, giving them access to new ideas and concepts. Guiding children to look for answers by imitating what they see in others, listening to instruction and working as part of a group all provide opportunities for them to expand their current base of knowledge and if Vygotsky is correct and development continues until death, parents themselves may wish to look for opportunities to keep on learning and growing (Vygotsky, 1986).

2.7 Conceptual Framework

This study investigated the factors affecting refugee girls' access and participation in education in Eastleigh, Nairobi County. The factors investigated were broadly divided into 4: family factors, individual/personal factors, and school factors. The factors were the independent variables while the girls' access and participation were the dependent variables. The Factors affect the girls' access and participation both directly and indirectly. Indirectly, the independent variables affect school attendance measures such as absenteeism, psychological trauma and lateness to school which in turn affects performance. The factors were influenced by: political influence; school environment, teacher support and gender equity

measures both at home, in school and society at large. The interrelationship between the variables is presented in Figure 2.1

Figure 2.1 Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, methods which were used to collect data, sample and sampling procedure, research instruments for data collection, pilot study, validity and reliability of the instruments, data collection procedures and data analysis techniques and presentation.

3.2 Research design

This study adopted the descriptive survey design. According to Best and Khan (2008), survey is defined as a systematic description of the factors and characteristics of a given population or phenomenon accurately and objectively. It can be used to describe the nature of existing conditions and to determine the relationship between specific event that has influenced or affected by the present condition. Therefore, the rational of choosing this design was that it can be carried out within a short time frame as it can be cross-sectional, it does not manipulate the behaviour of the participant that can lead to ethical questions and it can allow for variety of data gathering techniques.

3.3 Target population

Population is the entire group of individuals, events or objects having common characteristics (Mugenda & Mugenda, 1999). According to Cooper and Schindler (2006) population is the group of interest from which the individual participants or objects for measurement are taken. Target population is the entire population to whom the results of the study would be generalized. The target population for this study was the IRC officers, 249 teachers and 678 refugee girls in the primary school in Eastleigh area in Nairobi County.

3.4 Sample size and sampling techniques

Although researchers want to gather information about the characteristics of populations, they usually study a smaller group (a sample) carefully drawn from the population and then use the findings from the sample to make inferences about the population (Ary, Razavieh & Soorensen, 2006). According to Mugenda and Mugenda (2008) a sample should be at least 30% of the accessible population to be considered adequate to represent the population for population less than 1000. The researcher therefore selected a sample of 75 (30.1%) teachers. For the refugee girls, the sample developed by Kathuri and Pals (1993) was used to determine the appropriate sample size. This indicated that for a population of 680 a sample of size of 126 is adequate. The researcher therefore selected 126 girls to participate in the study.

The study used purposive and random sampling techniques. Purposive sampling was used to select the IRC members that were directly involved in offering humanitarian assistance to refugees in Eastleigh and standard six and seven refugee girls in the selected schools. Random sampling was then used to select the primary school teachers and the girls to be involved in the study from the standard six and seven population.

3.5 Research instruments

The study used structured questionnaires, interview guides and focus group discussions for data collection. Questionnaires were used to collect data from teachers and demographic information for school girls who participated in the focus group discussions. Orodho (2005) asserts that questionnaires reach a large number of subjects who are able to read and write independently. Interview guides were used in collecting data from the IRC officials while focus groups were used to gather in-depth information on the family, school and girl factors from the refugee girls. According to Ary, Razavieh and Soorensen (2006), focus groups are small (5-15 individuals) and composed of representative members of a group whose beliefs, practises or opinions are sought. The researcher held focus group interviews with the girls and discussed the problems they faced at home, in school and past experiences that they have encountered that make them not attend and participate actively in learning in school.

3.5.1 Validity of research instruments

The study adopted content validity which used to test whether the test items represented the content that the test is designed to measure. The results of the pilot study were used to check the information given by respondents against known information so as to identify inadequate and ambiguous items such that those that failed to measure the variables they were intended were modified or disregarded completely and new items added. To ensure validity, the instruments used in the study were also examined by my supervisor who is an expert and an authority in research.

3.5.2 Reliability of research instruments

The researcher conducted a pilot study before the administration of research instrument. According to Ary, Razavieh and Soorensen, (2006) a pilot study administrates the adequacy of the research procedures and the anticipated problems that may be solved thereby saving time. The researcher selected four teachers and ten girls within the schools for pilot study who did not participate in the final study. Reliability is a measure of the degree to which a research adds consistent results or data after repeated trails (Mugenda & Mugenda 2008). Consequently, an instrument is reliable to the degree that it consistently measures the characteristic of interest over time. The researcher adopted the internal consistency of the instruments to test reliability. According to Ary, Razavieh and

Soorensen (2006) an instrument should have a Cronbach alpha value of above 0.7 if it is to be considered to have good internal consistency. The researcher used the results of the pilot study to calculate the Cronbach's Alpha Coefficient at a confidence interval of 95%. The results of the pilot study were fed into a computer and the Cronbach's alpha calculated using SPSS version 20. The teacher questionnaire was found to have a Cronbach's alpha value of 0.82, thus it was deemed reliable for use with the teachers sample without modification.

3.6 Data Collection Procedures

The researcher obtained a research permit from the National Council for Science and Technology (NCST) before meeting the IRC officials who helped in identifying schools in which the refugee girls are enrolled. The researcher then sought consent and the assistance of the school head teachers to visit the schools during arranged visits during which questionnaires were issued for filling. Prior to the study, the researcher select the refugee sample for girls who participate in the focus group discussions. The girls signed agreement forms for participation. The researcher hired female moderators to help guide the focus groups so as to gather adequate information from the girls. Groups of between 8 and 10 girls then held separate sessions for the discussion which lasted between 45 minutes to 1 hour. Prior to the start of the focus discussion, the girls in each group filled short questionnaires for their demographic information. During the same time

questionnaires were issued to teachers for filling. Those questionnaires that were filled during the same visit were collected immediately while the rest were collected after a period of about a week at an agreed date with the head teachers.

3.7 Data analysis techniques

The research generated quantitative data which will be analysed using descriptive statistics. The factors identified will be rated as the percentage frequency of the respondents citing them. Qualitative data obtained from IRC members and focus group discussions were analysed thematically as per objectives.

3.8 Ethical Considerations

The study sought to obtain both personal data and general information on the prior history of the refugee girls. This information is sensitive and therefore the researcher assured the respondents that the information was to be treated with confidentiality. The instruments were self administered and not required to indicate personal information that could reveal the participants identity for assurance of confidentiality.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter consists of data analysis techniques, presented data, interpretation and discussion of findings of the study. The chapter is organized into: demographic information; family factors; school factors; and individual/personal factors.

4.2 Demographic Information

This refers to the personal characteristics of the respondents. The teachers demographic information included age, teaching experience and classes that the teachers taught in the current school while the girls demographic information included age, class, class joined in Eastleigh and class left before coming to Eastleigh.

4.2.1 Demographic information of teachers

The teacher sample consisted of 71 teachers who duly filled and returned their questionnaires. Among these 49 (69.0%) were males while 22 (30.9%) while all the teachers were teaching the whole school (class one to class 8). The teaching experience of teachers was grouped into four: below 5 years; 6-10 year, 11-15

years; 16-20 years and above 20 years. The results of teaching experience are presented in Table 4.1.

Table 4.1 Teaching Experience

Experience in Years	Number	Percentage
Below 5	4	5.6%
6-10	16	22.5%
11-15	29	40.8%
16-20	15	21.1%
Above 20	7	9.9%
Total	71	100.0%

The results show that the highest number of teachers had teaching experience of 11-15 years, followed by bracket 6-10. The group 16-20 years was third while by above 20 years was the least frequent.

4.2.2 Demographic information refugee girls

The study involved 119 refugee girls of whom 73 (61.3%) were in class eight while 43 (38.7%) were in class seven. The age of the girls ranged from 13 to 21 years with a mean age of 16.4 years. This implies that most of the girls were above primary school age of 6-14 years as indicated by a fact that could be attributed to dropout from school or repetition due to conflicts in the original homes. The girls were taught to indicate the class at which they left their former

school and the class the joined in their current school. The results are presented in

Table 4.2

Table 4.2: Cross tabulations of class left and class joined

Class left	Class Joined													
	Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Class 4	2	18.2	6	54.5	3	27.3	0	0	0	0	0	0	11	100
Class 5	0	0	4	16.7	7	29.2	11	45.8	0	0	0	0	24	100
Class 6	0	0	0	0	8	21.1	18	47.3	12	31.6	0	0	38	100
Class 7	0	0	0	0	0	0	6	12.5	20	41.7	22	45.8	48	100
Total	2	1.7	10	8.4	18	15.1	35	29.4	32	26.9	22	18.5	119	100

The results in Table 4.2 show that for those refugee girls who left class 4 only 27.3% joined class 4 in Eastleigh while the rest joined lower classes, for those who left class 5 only 45.8% of the girls joined class 5 while the others went back to standard 4 and 3. Out of the those who were in class 6 before moving to Eastleigh only 31.6% joined standard 6 although while the rest went back to class 5 and class 4 while the class seven leavers had a minority 18.5% joined class seven with the rest repeating class 6 and class 5. The above result implies that all the girls lost time in the transition period from their original school to the current school in Eastleigh. This could be attributed to a number of factors. For instance, armed conflict leads to closure of schools and the eventual dropout of pupils from school. Such period that elapses before the girls were able to settle in refugee

camps is a major reason that girls could have lost time. Similarly, schools in conflict areas are mostly affected and education level or standards are likely to be low. In this context therefore girls were unable to join the same class they left owing to poor background from their former schools. In addition, lack of adequate mastery of English and the Swahili languages by the refugee girls hindered them from joining higher classes. This explains why most girls were above the primary school age.

4.3 Family factors influencing access and participation of refugee girls in education

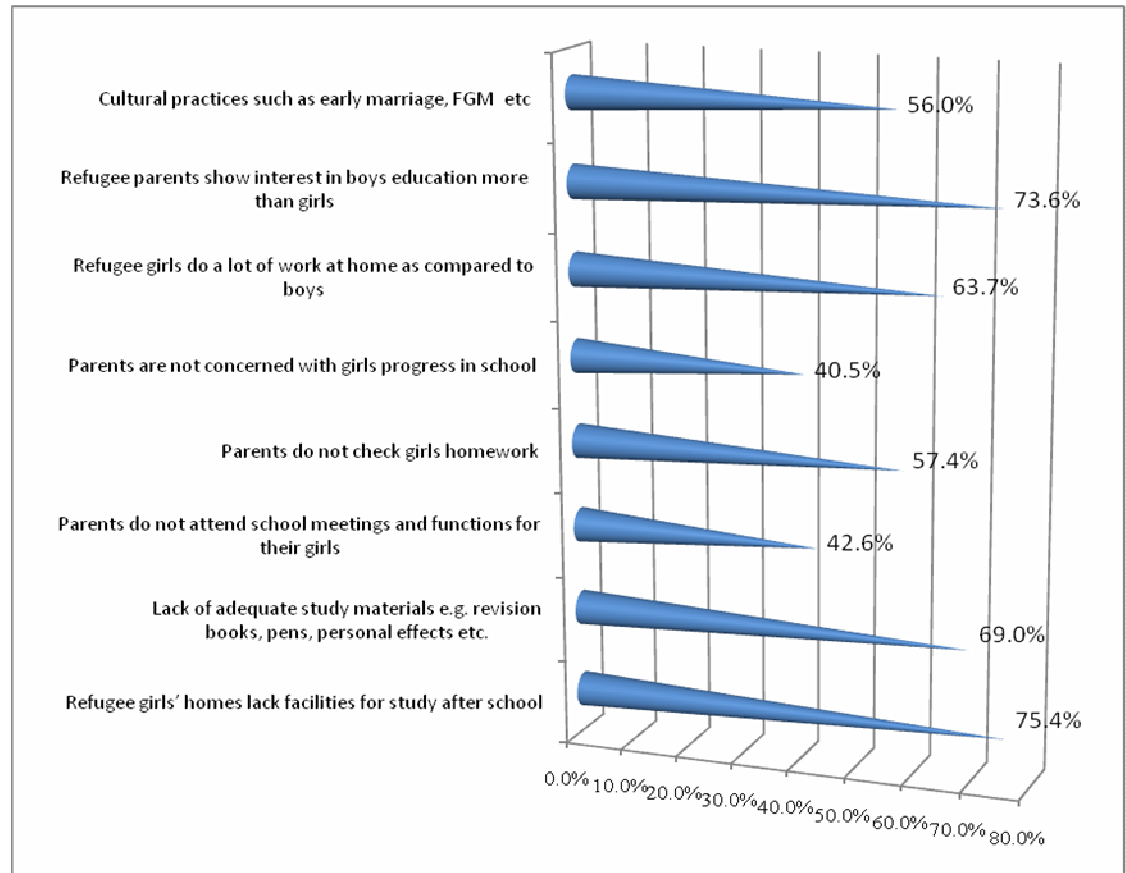
These were identified by the teachers, refugee girls and the IRC officials. The teachers were required to rate the family factors on a five point Likert scale with the choices strongly disagree (0); disagree (1); not sure (2); agree (3); and disagree (4). The statements were rated so that higher scores indicated how influential a factor was in affecting participation of refugee girls in education. The Likert scores are presented in Table 4.3.

Table 4.3: Likert Scores for Family Factors

Statement	0		1		2		3		4	
	n	%	n	%	n	%	n	%	n	%
Refugee girls' homes lack facilities for study after school	0	0	3	4.2	4	5.6	53	74.6	11	15.6
Parents do not provide their girls' with adequate materials e.g. revision books, pens, personal effects etc.	3	4.2	6	8.5	5	7.0	48	67.6	9	12.7
Parents do not attend school meetings and functions for their girls	7	9.9	32	45.1	9	12.7	21	29.6	2	2.8
Parents do not check girls homework	5	7.0	18	25.4	9	12.7	29	40.8	10	14.1
Parents are not concerned with girls progress in school	15	21.1	22	32.0	13	18.3	17	23.9	4	5.6
Refugee girls do a lot of work at home as compared to boys	4	5.6	14	19.7	9	12.7	27	38.0	17	23.9
Refugee parents show interest in boys education more than girls	5	7.0	8	11.3	3	4.2	25	35.2	30	42.3
Cultural practices such as early marriage and FGM make refugee girls have negative attitude towards education	4	5.6	13	18.3	16	22.5	38	53.5	0	0

The Likert scores were used to calculate the percentage rating of each factor. The factors were rated in such a way that higher scores represented highly influential factors as perceived by the teachers. The percentage rating was calculated as the weighted score of the each factor and converted to a percentage of the maximum possible score (number of respondents \times maximum score (4)). The results of the ratings are presented in Figure 4.1

Figure 4.1: Ratings of Family Factors



The results presented in Figure 4.1 show that the most highly rated factor was lack of facilities that could enable the refugee girls study at home (75.4%). This poverty arising from the displacement just but compounds the problems encountered at their current homes. As stated by the girls during their discussion groups, they lived in makeshift structures that had no electricity and mostly they could not afford lighting fuel implying that studying in the evening was a

problem. The girls further cited the congestion of the houses they lived as a major hindrance to their self study. To quote just but one girl said “I have no bed and there are no tables and I can’t read sitting on my father’s bed”. Explaining why she does not do homework. Other facilities that were found to lack included study tables, chairs, good lighting, and adequate space among others.

These findings concur with what was reported by UNICEF (2011) who noted that poor households are unable to access basic services like food, education and health. Such families could not therefore provide household facilities for study. International Rescue Committee (2006) also noted that refugee parents are frequently overwhelmed by financial concerns and employment demands that they may not equipping their homes with physical facilities like furniture at the expense of food.

The second rated factor was gender discrimination against the girl child in terms of education. In this case refugee parents were found to prefer the education of boys to the education of girls (73.6%). It should be noted that refugees mainly from the Somali people whose cultural believes place boys as family assets while girls were to be married. As indicated by IRC officials most refugee parents were reluctant to sent their girls to school and wished them married to get support from in laws. This problem was made worse by the fact that most refugee girls were

above primary school age indicating that they had reached teenage which is the appropriate age for them to be married.

Girls supported this by claiming that they are always given household duties that were too many to tackle and still do home work or self study while boys were free after school to study. A vast majority of the girls in all discussion groups agreed that their parents were not opposed to people wanting to marry them at their age. These findings support the report by WRC (2009) showing that refugee girls Darfur refugee girls were married, on average, between the age of 14 and 18 and that bride prices gave families an incentive to marry off their daughters early so that they no longer had to support them and could instead collect payment for them.

Lack of study materials such as revision books and writing materials was also deemed a great challenge to the girl child participation in education (69.0%). Poor parents could not afford to buy books for their daughters when they were struggling to put food on the table. The IRC officials also reported that due to the low financial support from donors they were unable to provide every thing for the education of refugees but could only send them to government primary schools and pay the levies which were slightly lower. This poverty coupled with the lack of interest of the parents in educating girls placed the education of the girls at

jeopardy. Oloo (2003) in a similar study also found that parental involvement and support plays a key role in the educational successes of their children.

Household duties also emerged to be another influential barrier to the girls' education (63.7%). It was noted by the IRC officials as well as the girls that gender stereotyping in the refugee camps was still practiced. Girls were therefore supposed to help their mothers with house hold duties such as cooking, taking care of young siblings, and fetching water among others while boys would either participate in family business and be free in the evening. Retrogressive cultural believes that girls must be trained to take of families in preparation for marriage was also profound among the refugee communities in Eastleigh. Girls were therefore too busy to do home work or any self study unlike boys who were free in the evening. UNICEF (2011) also noted that poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It was clear that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child.

Parents' lack of interest or value for their girls' education was also cited as a challenge. The girls reported that their parents never checked their homework besides not giving them free time to do their home work (57.4%). This could be attributed to illiteracy of the refugee parents as well as lack of concern for their girls' education. This was indicated by three indicators: the failure of parents to check girls' progress in school (42.6%). This could be attributed to a number of reasons. Firstly, refugee girls have huge financial burdens that make them think of basic commodities and not education.

Secondly, the quest for early marriage of the girls to be paid dowry and get support from in laws may supersede the concern for school progress. Refugee parents were also reported not to attend to school meetings and functions in which they could discuss education for their girls (40.5%). This could be attributed partly to lack of interest in education or language. Refugee parents may be illiterate and unable to easily understand proceedings of school meetings thus they shy off. Similar reasons were noted in US among Africa refugee parents. According to International Rescue Committee (2006) Refugee parents are frequently overwhelmed by financial concerns and employment demands while struggling with new language acquisition. Refugee parents may not also be contended with the new lifestyle in urban centres which they may view as difficult to adjust to and detrimental to their moral values. According to IRC

(2006) the unfamiliar environment where cultural values and behavioral patterns embraced by their children may be considered disrespectful in their culture or retrogressive may make refugee parents alienated and thus their children too.

4.4 School factors influencing access and participation of refugee girls in education

These referred to characteristics of the school, its curriculum and services offered that influenced the way refugee girls would attend and participate actively in class like other learners. The teachers were required to rate some perceived school factors on a five point Likert Scale with the choices: strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4). In order to get in depth information the refugee girls were also required to describe the problems they faced in school that hindered their participation and access to education in their current primary schools in Eastleigh. The IRC officials provided in depth information through interviews on the services they offered in the schools to the refugee girls that could enable them cope with the new environment also. The Likert scores for the school factors are presented in Table 4.4.

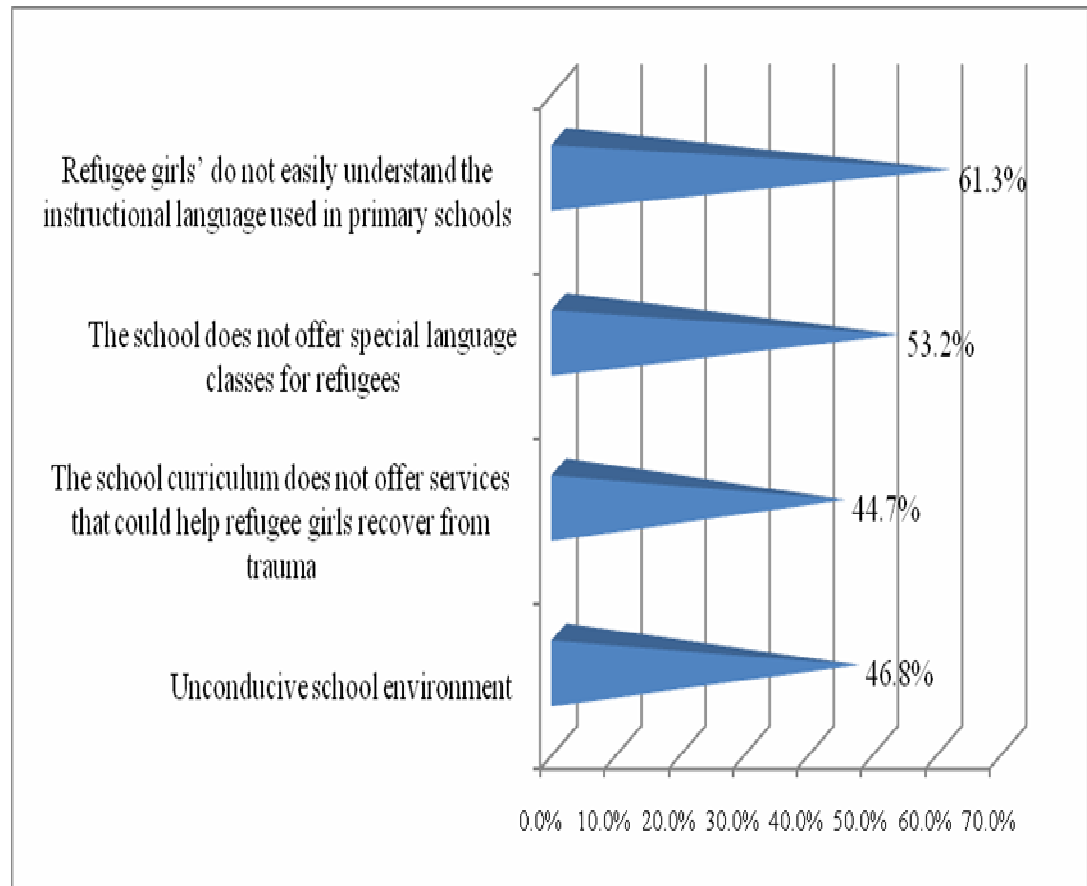
Table 4.4: Likert scores for school factors

Statement	0		1		2		3		4	
	n	%	n	%	n	%	n	%	n	%
Refugee girls' do not easily understand the instructional language used in primary schools	0	0	1	1.4	9	12.7	46	64.8	15	21.1
Refugee girls' are unable to adjust to school environment due to their poor educational background	2	2.8	5	7.0	18	25.4	23	32.4	23	32.4
The school curriculum does not offer services that could help refugee girls recover from trauma	0	0	0	0	4	5.6	26	36.6	41	57.7
The school does not offer special language classes for refugees	0	0	0	0	2	2.8	39	54.9	30	42.3
The school curriculum does not offer services that could help refugee girls recover from trauma	11	15.5	17	23.9	9	12.7	34	47.9	0	0
The school does not offer special language classes for refugees	5	7.0	2	2.8	3	4.2	16	22.5	45	63.4

The Likert scores were used to calculate the percentage ratings of the factors by the teachers in such that the higher the score the more influence a factors has on the refugee girl access and participation in education. The percentage scores were calculated by dividing the sum of the scores awarded per item or factor by the

maximum possible score per item (total number of respondents × maximum score on the scale (4)). The percentage scores are presented in Figure 4.2

Figure 4.2: Percentage Scores for School Factors



The results presented in Figure 4.2 show that the most influential school factor was instructional language rated at (61.3%). Language of instruction referred to the language used by teaching in delivering content class. As noted by the girls during focus group discussions, all the schools in Eastleigh used Swahili and

English as their instructional language. In contrast, village schools from which the refugee girls were schooling coming to Eastleigh all used vernacular specifically the Somali language. The IRC officials also reported that due to limitations of funds, they were unable to sponsor language classes for the girls. This situation coupled with the poor educational background owing to armed conflicts in the girls' original homes makes it difficult for the girls to cope with the education in formal government owned primary schools. Refugees living in urban areas face numerous problems related to cultural diversity that portrays them as naive especially when language used in their new home is different from their vernacular. To help these language training classes are necessary (WRC, 2009).

On language, the school did not offer special language classes for refugees was a key factor rated at 53.2%. This could be attributed to the fact that refugees in Eastleigh unlike in the settlement camps such as Dadaab did not attend special schools for refugees but the conventional government schools. In these schools the curriculum and the language of instruction are tailored towards the normal pupils at the expense of the refugees who are the minority. Girls being less adaptive than boys are therefore unable to catch up easily leading to marginalization in participation in education. Dryden (2003) noted that refugees living in urban areas faced a number of problems that were unique among them the English used as a language of instruction means that refugee children must

repeat classes, and they are often old socially for the level of education to which they find themselves limited by language. In this study, this was confirmed the very low percentage of refugee girls who did not repeat classes after joining school in Eastleigh.

School environment was rated at 46.8%. Teachers felt that un conducive school environment affected the girls education. A number of factors make the school environment unfavourable for the refugee girls. For instance, the cultural diversity of the school members makes the refugee girls appear alienated with their culture being perceived as retrogressive. Lack proficiency in languages of Swahili and English hinders their interaction with their peers in school and therefore participation in class as well. in US McBrien (2005) also found that refugee youth in the U.S. face further challenges, including academic difficulties, language acquisition, social isolation and alienation, social adjustment with peers, negative peer pressure, grief and bereavement, discrimination, cultural misunderstanding, and adjustment to a new educational system. Associated psychosocial stress can hinder refugee children's ability to learn English, perform adequately in school, and develop peer support networks.

Failure of school to offer post trauma counseling to help the refugees was rated at 44.7%. refugee girls are found to suffer from trauma due to exposure to armed conflict. Some have witnessed killings of relatives, friends and neighbours. Others have been subjected to human rights abuses such as sexual violence and rape. Such girls require a conducive environment that offers them the psychological support to help them recover from these. As indicated by the IRC officials no such counseling was offered in the schools and homes. The girls however reported suffering from trauma right at home and in school. Khadif a refugee girl said “ we want to be far from noise in school, the sound of burst tires seems like gunfire to us”. Such trauma makes girls loose sense of life and education in particular, it is in this view that teachers suggested that counselling should pay special attention to refugee girls to change their attitudes towards education. these findings are supported by the findings of Dryden (2003) who noted that refugees adjust easily in refugee schools where special counseling services are offered to help them recover from the trauma of the displacement and loss of family members in conflicts,.

4.5 Individual factors influencing access and participation of refugee girls in education

Teachers rated the perceived individual factors on a five point Likert scale with the choices: strongly disagree (0), disagree (1), not sure (3), agree (3), and

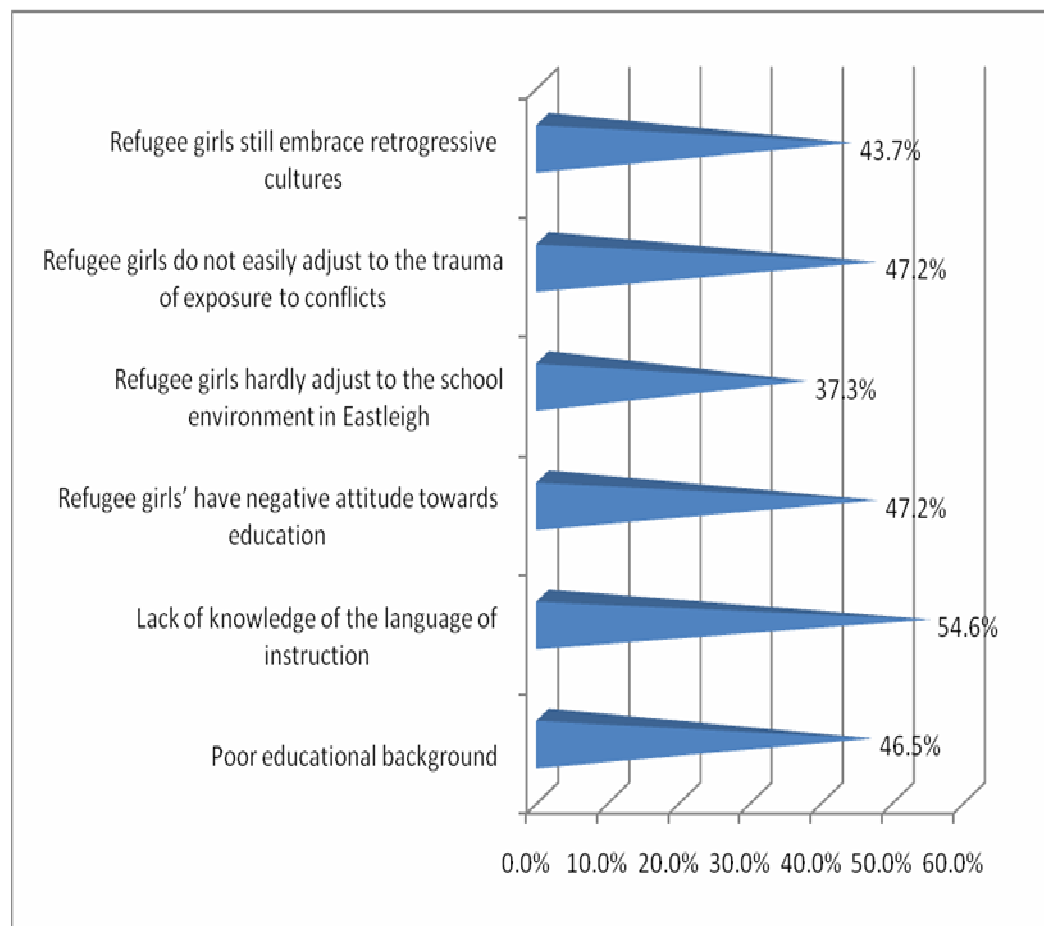
strongly agree (4). The likert scores were rated so that higher scores indicated more influence of the perceived factor. The girls were also requested to describe their personal problems that affect their education negatively while the IRC officials described the girls' characteristics that hindered their access and participation in education. The Likert scores are presented in Table 4.5.

Table 4.5: Likert scores for individual factors

Statement	0		1		2		3		4	
	n	%	n	%	n	%	n	%	n	%
Poor educational background hinders refugee girls from participating in school	4	5.6	7	9.9	3	4.2	31	43.7	26	36.6
Lack of knowledge of the language of instruction in school hinders refugee girls' participation in school	2	2.8	8	11.3	14	19.7	36	50.7	11	15.5
Refugee girls' have negative attitude towards education	7	9.9	19	26.8	4	5.6	33	46.5	8	11.3
Refugee girls hardly adjust to the school environment in Eastleigh	16		23		9		21		2	
Refugee girls do not easily adjust to the trauma of exposure to conflicts	7	9.9	13	18.3	6	8.5	32	45.1	13	18.3
Refugee girls still embrace retrogressive cultures that hinder their participation in education e.g. early marriage	10	14.1	12	16.9	7	9.9	28	39.4	14	19.7

The Likert scores were used to calculate the percentage ratings of each factor by the teachers. This was done by calculating the total scores awarded on each factor by all the respondents and dividing the sum by the total possible score (maximum Likert score in the scale (5)×number of respondents). The percentages were used to compare the influence of the factors on the refugee girl education in primary schools in Eadleigh. The percentage ratings are presented in Figure 4.3

Figure 4.3: Percentage ratings for individual factors



The results presented in Figure 4.2 show that the most influential factor in determining the access and participation of refugee girls in Eastleigh in primary education was language of instruction (54.6%). Girls in Eastleigh refugee camps were not able to understand Swahili and English which was used as the media for instruction in the primary schools. The teachers also noted that the schools never offered any special language classes and that the teaching was uniform not giving any special attention. This was also noted by the girls who reported that they needed their own schools and teachers who can teach them in a language that they can understand. Similar findings were reported by Dryden (2003).

Another factor was post conflict trauma (47.2%). The teachers noted that refugee girls were unable to adjust easily to the trauma originating from the events of the armed conflicts they were exposed to. This idea was supported by the girls argued that they still recall the events and that an blast sound to them reminds them of gun shots. Refugee girls are composed of teenagers who have endured so many problems ranging from the loss of parents, friends and relatives to the sight of people being killed that keep reoccurring to them unless a cure to this trauma is established and the girls recover fully from these events. On the other side IRC officials reported that they did not offer any counselling services either at home or in school to the girls implying that almost all the girls are affected since no assistance. On the other hand the girls were enrolled in public schools offering the

conventional curriculum and no support services aimed at post conflict trauma recovery leaving the girls to manage their own psychological affection. As noted by WRC (2009) refugees need reconstruction and re-integration to the society owing to the traumatic events they are exposed during early ages of their lives. Their education and social lives are far much affected when no counselling services are offered thus they may not make it in life.

Also highly rated was the refugee girls' negative attitude towards education (47.2%). Similar to the teachers the IRC officials felt that refugee girls still embraced their retrogressive cultures of early marriage, gender roles and negative gender stereotypes that made them feel that education was for boys and that girls at their age were ready to be married a situation that made the bad situation worse. Notably, the girls had wasted a lot of time due to drop out or repetition owing to poor educational background making them to be above primary schools age as observed. This makes parents and the girls start preparing for the girls marriage a making the girls loose concentration in studies. Similar findings were reported by WRC (2009) who noted that in refugee camps in Chad and Darfur refugee girls were married, on average, between the age of 14 and 18 and that the bride prices gave families an incentive to marry off their daughters early so that they no longer had to support them and could instead collect payment for them.

Other factors included: retrogressive cultures (43.7%), poor educational background (46.4%) and poor adjustment of the girls to school environment (37.3%). It should be noted that refugee girls had schooled in war zones where they had dropped out of schools and stayed at home for some time before joining Eastleigh camps and primary schools. They are brought in traditional set ups that embrace cultural practices that are deemed retrogressive thus they still embrace them all of which lead to low education achievement and participation due to high drop out and absenteeism.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter represents the summary of the study, the conclusions made from the findings, the recommendations made from the conclusions as well as suggestion for further studies.

5.1 Summary

The study sought to determine the factors that influence the access and participation of refugee girls in primary education in Eastleigh, Nairobi County. The study investigated the family factors, the school factors and the individual factors that influenced the access and participation of the girls. A descriptive survey was used. Data was collected from the refugee girls through focus discussion groups, teachers using questionnaires and from IRC officials through interview guides.

The family factors that were found to influence the access of refugee girls to primary education in Eastleigh included; lack of facilities that could enable the refugee girls study at home (75.4%), the parental discrimination against girls in favour of the education for boys (73.6%), lack of study materials such as revision books and writing materials was also deemed a great challenge to the girl child

participation in education (69.0%), household duties given to girls and not boys (63.7%) and Parents' lack of interest or value for their girls' education (57.4%). Other were the failure of parents to check girls' progress in school (42.6%), and failure of parents to attend school meetings and functions in which they could discuss education for their girls (40.5%).

The school factors were rated lowly as compared to family factors. The factors identified included: instructional language rated at (61.3%), the lack of special language classes for the refugees (53.2%), uncondusive school environment (46.8%) and failure of school to offer post trauma counseling to help the refugees was rated at 44.7%.

The individual factors established were similar or closely related to the school and family factors. They were: failure of girls to understand the language of instruction used in schools (54.6%), post conflict trauma (47.2%), refugee girls' negative attitude towards education (47.2%), retrogressive cultures embraced by the girls (43.7%), poor educational background (46.4%) and poor adjustment of the girls to school environment (37.3%).

5.2 Conclusions

The most influential factors in influencing the access and participation of refugee girls in education in Eastleigh were as follows: family factors were; lack of facilities at home that could allow self study, lack of study materials such as textbooks for self study, overwhelming family duties and gender discrimination with parents preferring the education of boys to that of girls.

The school factors were: use of English and Swahili as instructional language and lack of special language classes.

The individual factors identified were: post conflict trauma, negative attitude of the girls towards education, and girls embracing of retrogressive cultures.

5.3 Recommendations

Based on the conclusions, the researcher made the following recommendation:

- i. The government and humanitarian organizations should offer language classes and re-integration counselling services that could help the girls adjust and fit in the schools.
- ii. Government should organize awareness campaigns both to the parents and the girls to enlighten them on importance of girl child education.
- iii. Humanitarian organizations should focus not only on basic needs but supply of facilities and equipments that can necessitate self study for the girls at home.

5.4 Suggestions for further Studies

- i. A study to establish the factors that influence access and participation of refugee girls in secondary school and higher institution is necessary
- ii. There is need for a study to establish the enrolment rates, transition rates and completion rates of the refugee girls.
- iii. A study to establish the factors affecting refugee boys education is also necessary.

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APPENDICES

Appendix I: Interview guide for IRC officials

- 1) On average how many refugees are currently registered with IRC staying in Eastleigh_____
- 2) How many are school age

- 3) How many are boys and how many are girls_____
- 4) Out of the these how many girls are attending primary school_____
- 5) What humanitarian assistance do you give to the refugees_____
- 6) Who owns and manages the primary that the refugee girls attend_____
- 7) What special assistance do you give to refugee girls to enable them access primary school education_____
- 8) What challenges do you think refugee girls face at home that hinder their access and participation in primary school_____
- 9) What challenges do you think refugee girls face in school that hinder their participation or may lead to dropping out

10) What individual challenges do you think refugee girls face that hinder their school participation_____

11) Do the schools offer special curriculum for rehabilitation of refugee girls in school?_____if yes what are the services offered_____

12) What do you think is the attitude of refugee girls' parents on their education_____

13) Do refugee girls' parents/guardians participate in their girls' education_____explain the ways in which they participate_____

14) Suggest ways in which the access and participation of refugee girls' in education in Eastleigh could be improved_____

Appendix II: Group Discussion Forum Guide for Girls

Demographic Information

- 1) State your age_____
- 2) State your class_____
- 3) State your age in years_____
- 4) In which class did you join school in Eastleigh_____
- 5) In which class were you by the time you left your home to Eastleigh_____

Discussion questions

Section 1: Home factors

- 1) What good things at home enable you to go to school and also participate in class?

Probes

- Parents encouragement
- Siblings encouragement
- Availability of school near home
- Parents concern with home work and performance of girls
- Household tasks
- Gender roles
- Home environment
- Cultural practices(early marriage, FGM, stereotypes)

Section 2: individual factors

- 1) What do you think hinders you as a person from going to school and participating in class

Probes

- Language understanding
- Age
- Educational Background
- Trauma
- Attitude

Section 3: School Factors

Probes

- Language
- Gender inequality in school
- Teacher gender
- Physical facilities
- Instructional materials
- Personal effects

- 2) What can be done to improve your school attendance and the way you participate in school in class and other activities?

Appendix III: Questionnaire for Teachers

Section1: Demographic information

- 1) State your gender Male [], female []
- 2) State your teaching experience
 - Less than 5 years []
 - 6-10 years []
 - 11-15 years []
 - 16-20 years []
 - More than 20 years []
- 3) Which classes do you teach (give all)_____

Section 2: Home Factors

This section requires you to rate the family factors that hinder access and participation of refugee girls in education by rating the following statements on a five point scale. The choices are strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4)

statement	0	1	2	3	4
Refugee girls’ homes lack facilities that can enable them study after school					
Parents do not provide their girls’ with adequate materials e.g.					

revision books, pens, personal effects etc.					
Parents do not attend school meetings and functions for their girls					
Parents do not check girls homework					
Parents are not concerned with girls progress in school					
Refugee girls do a lot of work at home as compared to boys					
Refugee parents show interest in boys education more than girls					
Cultural practices such as early marriage and FGM make refugee girls have negative attitude towards education					

Section 3: School Factors

This section requires you to rate the school factors that hinder access and participation of refugee girls in education by rating the following statements on a five point scale. The choices are strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4)

statement	0	1	2	3	4
Refugee girls' do not easily understand the instructional language used in primary schools					
Refugee girls' are unable to adjust to school environment due to their poor educational background					
The school curriculum does not offer services that could help refugee girls recover from trauma					
The school does not offer special language classes for refugees					

Section 4: Individual Factors

This section requires you to rate the girls individual factors that hinder access and participation of refugee girls in education by rating the following statements on a five point scale. The choices are strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4)

statement	0	1	2	3	4
Poor educational background hinders refugee girls from participating in school					
Lack of knowledge of the language of instruction in school hinders refugee girls' participation in school					
Refugee girls' have negative attitude towards education					

Refugee girls hardly adjust to the school environment in Eastleigh					
Refugee girls do not easily adjust to the trauma of exposure to conflicts					
Refugee girls still embrace retrogressive cultures that hinder their participation in education e.g. early marriage					


Section 5: Suggestions

Suggest ways in which the access and participation of refugee girls in education in Eastleigh can be

improved_____

APPENDIX IV: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/1071** Date: **17th June 2013**

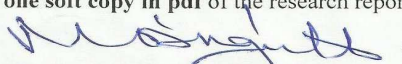
Peninah Mumbi Njueh
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **11th June, 2013** for authority to carry out research on "*Factors influencing refugee girls' access and participation in primary education in Eastleigh, Nairobi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kamukunji District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kamukunji District** before embarking on the research project.

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


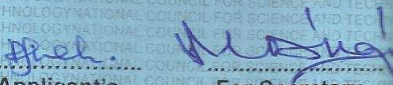



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kamukunji District.

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

APPENDIX V: CLEARANCE PERMIT

PAGE 2	PAGE 3
Research Permit No. NCST/RCD/14/013/10	
THIS IS TO CERTIFY THAT	Date of issue
Prof./Dr./Mr./Mrs./Miss/Institution	17th June, 2013
Peninah Mumbi Njeh	Fee received
of (Address) University of Nairobi	KSH. 1000
P.O Box 92-0902, Kikuyu.	
has been permitted to conduct research in	
Location	
Kamukunji	District
Nairobi	Province
on the topic: Factors influencing refugee girls' access and participation in primary education in Eastleigh, Nairobi County, Kenya.	
for a period ending: 31st July, 2013.	Applicant's Signature
	
	National Secretary
	For Secretary
	National Council for Science & Technology

CONDITIONS	
REPUBLIC OF KENYA	
RESEARCH CLEARANCE PERMIT	
<ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice. 	
ID: GPK60553mt10/2011 (CONDITIONS—see back page)	