

**INSTITUTIONAL FACTORS INFLUENCING INCLUSIVE
EDUCATION FOR URBAN REFUGEE PUPILS' IN PUBLIC
PRIMARY SCHOOLS WITHIN DAGORETTI SUB – COUNTY
NAIROBI, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Francis, My daughter Joan, my son IanCecil, my twin daughters Angela and Aurelia and my lovely mum Gladys, who were supportive throughout my academic period.

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ABBREVIATION AND ACRONYMS

GOK	Government of Kenya
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
MRC	Mandate Refugee Certificate
NGO	Non Governmental organization
UNHCR	United Nations High Commission on Refugees
UNHCR	United Nations High Commission for Refugees
KCPE	Kenya Certificate of Primary Education

ABSTRACT

The purpose of the study was to investigate the institutional factors influencing inclusive education for Urban Refugees pupils in Public Primary Schools within Dagoretti Sub-County Nairobi. The objectives of the study are: to establish how language of instruction influences inclusive education for urban refugees pupils' in public primary schools Dagoretti Sub-County Nairobi; to examine how government registration policy influences inclusive education on urban refugees pupils' in public primary school Dagoretti Sub-County Nairobi; to determine how refugee pupils' school admission process influences inclusive education for urban refugees pupils in public primary school Dagoretti Sub-County, Kenya and to determine whether teachers preparedness to handle refugee pupils influences inclusive education for urban refugees pupils' in public primary school Dagoretti Sub-County Nairobi. The researcher used survey design. Mixed methods approach where both qualitative and quantitative methods were also applied. Words and narratives were used to add meaning to numbers. By doing so, strengths of one method covered the weakness of another. The target population included all the 23 public primary schools. These were schools within Dagoretti Sub-County which enrolled refugees. The population included teachers, refugee pupils in class six, seven and eight and all head-teachers in the 23 public primary schools. A sample of seven schools was used which was 30% of 23 schools. Purposive sampling was used to identify and pick the public primary schools with refugees. The head-teacher of the school picked was used as a respondent. Thus, head-teachers were also sampled purposefully. However, stratified sampling was used to sample of 52 teachers (that is 30% of 175) and 120 refugee pupils which is 30% of 400 from class eight, seven and six. The research instruments of choice used in the study were questionnaires which were semi-structured. Likert scale and open-ended questions were disseminated. Descriptive statistics such as Frequencies, Mean, Standard deviation and the Statistical Package for Social Sciences (SPSS) version 22 were used to analyze the qualitative data. The findings indicated that the language used during teaching was well understood by refugee pupils, Dagoretti schools had a school language policy which was used in teaching, that teachers were sharing experiences about teaching refugee pupils and thus learning from one another on how to help and assist them learn and catch up with others. The study also found that the government registration policy required all students (refugees inclusive) to have birth certificates especially when doing national exams. This thus, enhanced documentation and proper follow up of refugees in the country. That all teachers needed training to effectively teach and handle refugee pupils. This indicated that their educational background was not enough to prepare teachers to effectively teach and handle refugee pupils. Recommendation include: There was need to train the head-teachers, teachers and other staff on how to handle refugee pupils, to train teachers on the right language of instruction and the best methods of curriculum delivery. The government of Kenya registration process needed to be simplified. The head teachers to avoid use of age to refuse admission of refugees and teachers to always utilize teaching aids as they are key to enhance understanding of different subjects. It is important to note that refuge pupils in Dagoretti Sub-County were not discriminated against either physically or by denial of educational services. Thus, education in Dagoretti Sub-County is for all. Any support offered to Dagoretti Sub-County to continue fostering this education would be of great importance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

United Nations Relief and Work Agency (2013) recommended that inclusive education requires improving education systems to become more responsive to the needs of all students. Consequently inclusive education requires a shift from a medical model, that focuses on individual students' deficits' towards a social model that addresses attitudinal and environmental barriers to learning and participation, acknowledging that meeting students' needs is a shared responsibility. Inclusive education by definition from United Nations Relief and Works Agency (UNRWA, 2013) is a right-based approach to education, one which appreciates the diversity of all learners and caters for their needs placing particular emphasis on the needs of children vulnerable to exclusion and marginalization.

Internationally, Levitas, Pantazis, Fahmy, Gordon, Lloyd, and Patsios (2007) states that most of refugees are young people and children who remain uneducated due to lack of access to schools, discrimination or out right government policy requiring urban refugees return to the far flung camps thus most access education at a later date when they are at an advanced age that if they are lucky to access education. This lack of access to education is the wider challenge of social inclusiveness within society worldwide. Similarly, the definition established by Levitas et al (2007), emphasises complex and inter-related factors that may lead to social exclusion, Social exclusion is a complex and multidimensional process. It involves a lack or denial of resources, rights, goods and

services and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole. In analyzing social exclusion, factors apart from poverty or lack of capital are considered. As mentioned previously, it is possible to be financially secure and yet still experience exclusion in other spheres of community life.

According to Global Survey, 2012, over three billion people, i.e. over half the world's population, now live in urban areas worldwide and half of them – 1.5 billion – live in slums. By 2050, it is estimated that 6.3 billion, 67 % of the world population will live in urban areas. Virtually all of the expected urban growth will take place in the less developed regions – particularly Asia and Africa. The world's asylum seekers and refugees have also moved to urban areas. Of the 10.4 million refugees as of the end of 2011, an estimated 4.3 to 7 million refugees are residing in urban centers. Additionally, 90% of the world's asylum seekers are estimated to be in urban or peri-urban centers. Urban refugees are often confronted with a range of protection risks, including: the threat of arrest and detention, harassment, exploitation, discrimination, vulnerability to sexual and gender-based violence (SGBV), HIV-AIDS, human smuggling and trafficking. They are often forced by poverty to live in overcrowded accommodation in risky areas where they face difficulties in accessing basic health, education and protection services.

In the African context given the global trend of urbanization around the world, increasingly large numbers of refugees have chosen to settle in urban centers rather than refugee camps, even when this leaves them without access to UNHCR support (UNHCR, 2009). Almost all UNHCR operations report that urban refugees technically have access

to primary and secondary education provided by the host government and to primary health care at government clinics. However, most operations also note practical barriers that complicate and limit refugees' ability to fully use those services. The additional costs associated with these "free" services deter access—for example the cost of books, uniforms and registration fees necessary to go to school. Other significant deterrents include discrimination, language barriers, insufficient documentation, logistics and a lack of awareness among refugees that the services exist. Although host government primary and secondary education is technically available in most operations, UNHCR and IP staff often has to advocate with authorities and specific schools to ensure enrollment for refugees. In some countries, refugees have access to community based education in their own language. However, certification from these programs is not always recognized. Private education is available in most host countries for those who can afford it, but few refugees have the financial means to provide their children with private education. Even for public education, the cost of school supplies, books, uniforms and parent contribution fees can limit access for refugees with limited means (Global Survey, 2012).

As of 2014, Kenya hosted approximately 600,000 refugees and asylum-seekers (URO website, 2014). As of January 2015, there are currently 56,000 asylum seekers and refugees registered with UNHCR in Nairobi and other urban centres in Kenya. The largest segment of this group is made up of Somalis (33,844) followed by Ethiopians (10,568) and nationals from the Democratic Republic of the Congo (7,046). A minority comes from Eritrea, South Sudan and the Great Lakes (UNHCR website 2015). A review of the implementation of UNHCR'S urban refugee policy in Kenya's capital city, UNHCR tended to work on the assumption that the establishment of an urban refugee

programme would act as an unwelcome ‘pull factor’, placing unsustainable pressure on its limited capacity and resources. Refugees who chose to move to Nairobi consequently did so at their own expense and risk. For the majority, gaining access to legal aid, education, healthcare, livelihoods support and psycho-social counseling was difficult, while little help was at hand in dealing with the common problems of arbitrary arrest, detention, police harassment and extortion (Campbell, Crisp and Kiragu, 2011). Recent research quantifying the time and cost for refugees in Nairobi to obtain refugee mandate certificates found that on average it takes 7.5 visits to UNHCR over the course of 13 months to obtain one new mandate certificate. At an average of 2.3 mandate certificates per household it takes a typical household 16.8 visits to obtain all of its certificates and 33.2 adult days are spent on these visits (UNHCR, 2012).

Mungai (2002) explains the Kenya education system and how it affects refugee education language of instruction. Education was promoted by missionaries in 1800s in an effort to spread Christianity and practical skills in subjects like agriculture, masonry and carpentry thus increase production in farms. However the new government at independence set an ambitious goal to train Kenyans in modern sectors of the economy. Despite these efforts Mungai (2002) states that education today is generally urban and European in methods and assumptions. Thus a nation of more than forty languages and dialects are spoken, fostering national unity has been crucial goal in Kenyan education. Hence Kenya has used Kiswahili and English for instruction with local languages occasionally being used in early primary grades. The cultural and linguistic heterogeneity of the refugees that come to Kenya further complicates the language situation in schools.

The Kenya government until 1991 determined legal status on a case to case basis but after the influx of more than 400 000 refugees led to the collapse of the system of individual status determination (Bixler, 2005). Hence the huge numbers exceeded the government to absorb them thus only allowed to reside in camps (Verdirame, 1999). Further the Kenya government has tightened refugee laws in Kenya following 1998 bombing in Nairobi and events of September 11th in USA hence they are seen as a security threat. This makes their education participation irrelevant since they are not allowed to participate in the national development since they are supposed to reside in camps. In 2003 the newly elected government embarked on an ambitious project to revitalize the education sector by the implementation of major reforms including free primary education (MOE, 2004). The consequence of this free primary education was the overcrowding of schools a situation that continues to place enormous strains on the teacher especially on the preparedness and delivery of the curriculum, the huge influx of students has made it difficult for teachers to enact ethic of caring both in regard to their work and their social emotional growth. It has also put a strain on approaches to portrayal of content, classroom management, assessment of student learning work. In addition the physical resources are shared out such as desks. This scenario has compromised inclusion of refugees education in Kenya primary school (Gichiru & Larkin 2009). In addition the free primary education introduced in 2003 provided for the enrolment of refugee children into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it (Pavanello et al, 2010).

Campbell, Crisp, and Kiragu (2011) established that head teachers who are in charge of discipline tend not to enroll pupils since refugee children who enrolled in Nairobi's

schools tend to have relatively high absentee rates, either because they have younger siblings to care for, or because they are required to work. Some miss weeks or even months of school when they return to the refugee camps in order to renew their ration cards or move to other locations while their parents look for new economic opportunities. When they are in school, some refugee children exhibit behavioral problems associated with the violence they have witnessed, while Somali boys find it difficult to accept the authority of female teachers. While primary school is free, parents are expected to provide the cost of a desk, a school uniform, other supplies and their children's lunch, a cost which is prohibitive for many refugees. As a result, some Somali refugees are sending their children to *madrassas* which have a religious rather than an academic curriculum and which are not regulated by the Kenyan authorities. They are, however, cheaper than regular school and sometimes provide a free or subsidized hot meal in the course of the day (Campbell et al, 2011). The introduction of free primary education in Kenya has also increased the numbers of Kenyan children accessing education, resulting in limited spaces, resources and infrastructure, and deterioration quality of education. Some school administrators refuse to enroll refugee children in order to preserve spaces for Kenyan children (Karanja, 2010).

One potential way to address the problem of school administrators and teachers preparedness who discourage refugee children from participating in schools is teacher training. One of UNHCR's current education policy commitments is to promote education quality through teacher training and developing quality teaching and learning materials (Dryden-Peterson, 2011). Presently, the most common training on preparedness for refugee situations is in-service training organized by NGOs, and typically focuses on

pedagogy and content. There has recently been an increased push for training now that research has shown there is widespread learning failure in schools, especially those catering to refugees (Dryden-Peterson, 2011). Teacher training could encompass refugee sensitivity and also encourage teachers to protect refugee children in the school system. Limitations to this solution include the lack of provisions for teachers who may not be receptive to training that encourages them to focus on refugee students' needs. Additionally, although this is an important aspect to consider for long-term reform, it is unlikely that increasing teacher quality will immediately increase school enrollment among urban refugee populations, since there may be a lag between implementation and change in teacher perceptions and actions.

In Kenya, Wangechi (2013), studied challenges of implementing inclusive education for urban refugees in primary schools within Eastleigh, Nairobi, Kenya. Karanja (2010), studied the educational pursuits and obstacles for urban refugee students in Kenya solely focusing on refugees who have been educated in the camps. Kamau (2014), studied influence of language related factors on academic performance among urban refugees: a case of Mwiki and new Eastleigh primary schools, Kenya. The researcher choose Dagoretti Sub-County because according to Pavanelo, Elhawary, & Pantuiliano, (2010), Kawangware in Dagoretti is one of the seven locations with large concentrations of refugees in Nairobi. The Sub-County has 24 schools and most of them have a huge population of refugees (DEO office Dagoretti). According to human rights watch (2002) refugees in Dagoretti experienced various problems including; - squalid housing conditions, the struggle for food and other material assistance, lack of medical care: torture and sexual violence victims, and failures to assist refugees in Nairobi. Pavanello,

(2010) elaborated that most asylum seekers reach the cities without means of survival, social networks or language skills; often they live in miserable conditions, sleeping on the floor or sharing small bare rooms in crowded, poor neighborhoods. The report by Sara Pavanello 2010 also indicates that national and international efforts are limited by a lack of available funding and resources dedicated to aiding urban refugees, as well as minimal research into the specific refugee population and their needs, inclusive education of urban refugee pupils in Dagoretti Sub-County being among the needs. Further the report (Sara Pavanello 2010) adds that there is relatively little literature available on the urban refugee issue, which is globally under researched. UNHCR however, has put in place efforts to address the refugee issues. In 2014, UNHCR's report 'Child Protection including Education' focused on efforts to ensure access of refugee children to national services. This reflects a move to the longer term goal of integrating refugee children in national child protection and education systems. UNHCR advocated with governments and raised awareness amongst people of concern, and provided training and technical support, to increase access to State child protection services, national education services, public health services and issuance of birth certificates by national authorities.

Based on the observations made, access of education by urban refugees pupils in urban public primary schools is restricted, yet the right to education is well provided for in a number of international treaties such as the United Nation Convention on the Rights of the Child Article 28 (1989) and the World Declaration on Education for All (1990), Hence this research closed the research gap on the response required to aid refugees to attain inclusive education, how institutional factors impact inclusive education and how to mitigate such challenges.

1.2 Statement of the problem

Of the 10.4 million refugees as of the end of 2011, an estimated 4.3 to 7 million refugees are residing in urban centers (Global Survey, 2012). Refugees move to the city in the hope of finding a sense of community, safety and economic independence. However, in reality, what many actually find is harassment, physical assault and poverty. Yet there has been scant research into their situation and funding and resources available to assist urban refugees are limited. Special Needs Education framework in Kenya year (2012) requires adaptation of curriculum, teaching methods, educational resources, medium of communication and a good learning environment in order to address and cater for individual differences in learning. Urban refugees suffer from limited access to education opportunities, as a result of financial costs, discrimination, documentation, and language barriers (Pavanello, Elhawary & Pantuliano, 2010).

In spite of the fact that UNHCR has tried to put mechanisms in place, there is still a problem of refugees being excluded e.g. UNHCR participated in regional processes in Africa and South-East Asia related to civil registration, including birth registration, and successfully advocated for the needs of refugee children to be reflected. The Educate A Child programme continued to support more than 266,000 primary-school age refugee children in 12 countries who were otherwise not in school. Assessments to identify the root causes for lack of school attendance by refugee children were conducted in 6 countries. Despite all this efforts, Staff and resources of UNHCR and partners were overstretched (UNHCR Global Report, 2015). Education services therefore remain inaccessible to many refugee children. There seem to be difficulties in accessing educational services by urban refugees in Nairobi. This research study therefore

investigated the institutional factors influencing inclusive education for urban refugee pupils' in public primary schools within Dagoretti Sub-County, Nairobi County.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing inclusive education for Urban Refugees pupils in Public Primary Schools within Dagoretti Sub-county Nairobi.

1.4 Objectives of the study

- i. To establish how language of instruction influences inclusive education for urban refugees pupils' in public primary schools Dagoretti sub county Nairobi.
- ii. To examine how government registration policy influences inclusive education on urban refugees pupils' in public primary school Dagoretti Sub-county Nairobi.
- iii. To determine how refugee pupils' school admission process influences inclusive education for urban refugees pupils in public primary school Dagoretti Sub-county, Kenya.
- iv. To determine whether teachers preparedness to handle refugee pupils influences inclusive education for urban refugees pupils' in public primary school Dagoretti Sub-county Nairobi.

1.5 Research Questions

- i. How does language of instruction influence inclusive education for urban refugees pupils' in public primary school Dagoretti Sub-county Nairobi?

- ii. How do government registration policy influences inclusive education on urban refugees pupils' in public primary school Dagoretti Sub-county Nairobi?
- iii. How does refugee pupils school admission process influence inclusive education for urban refugees pupils' in public primary school Dagoretti sub county Nairobi?
- iv. How does teachers preparedness to handle refugee pupils influence inclusive education for urban refugees pupils' in public primary school Dagoretti sub county Nairobi?

1.6 Significance of the study

The findings of the study hopefully may assist the teachers to know their roles on schools curriculum in implementation of inclusive education for refugees at the primary level. It may also assist the schools board of governors and head teachers provide necessary resources to assist implementation of inclusive education for refugees at the primary level. In addition it may assist the government's ministry of education to craft effective policies that address inclusive education for refugees at the primary level. Full implementation of the findings may benefit the refugee pupils to access education.

1.7 Limitations of the study

Some respondents gave socially acceptable responses to some questions. This was because some questions seemed sensitive to the real life situation of the respondent. The researcher reassured the respondent on the confidentiality of the response therefore encouraged them to answer the questionnaire positively. Some of the pupils found language as a barrier in understanding questions and filling in the questionnaires. The researcher therefore probed, used their peer in interpreting and filling the questionnaires.

Due to government policy on urban refugees to return to their respective camps a few pupils were unwilling to answer research questions for fear of forceful relocation, the researcher mitigated this challenge by assuring the respondents that the study was purely academic and no personal identification data was to be collected except demographic information.

1.8 Delimitations of the study

This research of inclusive education for urban refugees was conducted in 23 schools in Dagoretti Sub-County hence the findings may not be generalized to the whole country. The study also confined itself to public primary schools however some refugees attend private schools thus any other variable though significant was out of scope.

1.9 Assumption of the study

The respondents gave honest and truthful responses for the validity of the collected data. That the refugees were integrated in public primary schools in Dagoretti Sub-County. The questionnaires were also expected to be returned in large numbers and be returned completely filled.

1.10 Definition of significant terms

Discrimination – Biasness / favoritism towards refugees.

Inclusive education – refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education. It includes all differences according to age gender, ethnicity, language, health status, economic status religion, disability and other forms of difference are acknowledged and respected. e.g. refugees.

Language barrier – Refugees in ability to comprehend or to talk the local languages and in ability of teachers to understand refugee languages.

Language of instruction – The language used to foster learning in classroom

Slums – informal, unregulated, crowded and under serviced settlements on marginal lands.

1.11 Organization of the study

This study is organized in five chapters.

Chapter 1 deals with the introduction of the research topics and consist of background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter 2 deals with literature review areas included the Social Model theory on inclusive education, context of primary school inclusive education for refugees, influence of language of instruction, Influence of government registration of refugees, influence of Head-teachers role in admission of refugees, and Influence of teachers preparedness to handle refugee pupils.

Chapter 3 describes the research methodology that was used in the study including research design, target population, sample and sampling techniques, instrumentation, instrument validity, reliability of the instrument and data collection. Chapter 4 deals with data analysis, interpretation and discussion of the research finding collected from the field. Chapter 5 provides a summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of related literature. It consists of the concept of inclusive education language of instruction and inclusive education, Government policies on registration, refugee pupils school admission process and inclusive education, Teachers preparedness and inclusive education, Theoretic framework, summary of literature and the conceptual framework.

2.2 Concept of Inclusive Education

Inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education. It includes all differences according to age gender, ethnicity, language, health status, economic status religion, disability and other forms of difference are acknowledged and respected. e.g. refugees. It is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential (UNRWA,2013). It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well - being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students (UNRWA, 2013).

2.3 Language of Instruction and Inclusive Education

The language of instruction in or out of school refers to the language used for teaching the basic curriculum of the educational system. The choice of the language or indeed the languages of instruction (educational policy might recommend the use of several languages of instruction) is a recurrent challenge in the development of quality education. While some countries opt for one language of instruction, often the official or majority language, others have chosen to use educational strategies that give national or local languages an important place in schooling (shohamy, 2006).

Speakers of mother tongues, which are not the same as the national or local language, are often at a considerable disadvantage in the educational system similar to the disadvantage in receiving instruction in a foreign official language. Children arrive at school with a precious resource: their mother tongue. Most often, these children are educated exclusively in the second language.

Though exceedingly common, these majority language educational programs do nothing to support minority language children to develop competence in mother tongue. In every country there is a Language policy which refers to all the language practices, beliefs and management decisions of a community (Spolsky, 2004). Language policy therefore determines which language should get status and priority in society by being labelled “standard”, official, local or national. Language policy has the potential to legitimize marginalized languages and therefore manipulates and imposes language behavior (shohamy, 2006).

However, language planning is a constant negotiation process of the interests of various social groups and their changing priorities and should therefore consider language

practices first before writing policy. There is lack of language of communication that empowers refugee student intellectually, socially, emotionally and politically by using the host country's language to impact knowledge, skills and attitudes in order to improve their academic performance.

Benson (2004), found that when teachers are not native speakers of the child's first language or lack sufficient training on how to carry out mother-tongue based teaching, they avoid the 'unknown good' and regress to the 'known bad'. That is, teachers revert to old system of teacher centered instructions, while pupils are merely required to repeat content after the teacher and given little room to ask a questions or express hesitations they may have. Kenyan lessons show that classroom interactions in second language dominant schools are dominated by safe talk, where teachers make little demand on learners, encourage horal answers, repetition of phrases and copying of notes from chalkboards or textbooks, undermining efforts to bring up a new generation of teachers (Stenhouse, 1971).

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 policy is still one of refugee encampments.

2.4 Government Policy on Refugees Registration and Inclusive Education

Despite recent efforts to expand educational access to refugee children, primary education remains inaccessible to many of them in Nairobi. In various ways, some Kenyan government policy constrains refugee children's access to education in Nairobi (Karanja 2010). In all county government primary schools, refugee parents and guardians are required to produce a proper registration document such as UNHCR mandate

certificate in addition to the child's birth certificate. 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. Recent research quantifying the time and cost for refugees in Nairobi to obtain refugee mandate certificates found that on average it takes 7.5 visits to UNHCR over the course of 13 months to obtain one new mandate certificate. At an average of 2.3 mandate certificates per household it takes a typical household 16.8 visits to obtain all of its certificates and 33.2 adult days are spent on these visits (UNHCR, 2012).

However, proper documentation does not necessarily guarantee access to education by urban refugee children. Other barriers, such as discrimination and extortion, have prevented the enrolment of refugee children in some city public primary schools (Jacobsen, 2005). Although Kenya introduced free primary education in 2003 providing for the enrolment of refugee children into public schools, many urban refugees are not aware of this opportunity, or lack the capacity to benefit from it (Pavanello et al 2010). The introduction of free primary education in Kenya has also increased the numbers of Kenyan children accessing education, resulting in limited spaces, resources and infrastructure, and deterioration quality of education. Some school administrators refuse to enroll refugee children in order to preserve spaces for Kenyan children.

There is a growing perception, among the authorities and ordinary Kenyans alike, that Somalis represent a significant threat to national security. According to the Kenyan Ministry of State for Immigration and Registration of Persons, for instance, the influx of Somali refugees into Kenya is creating 'a major terrorism threat and putting tremendous pressure on social services and amenities'; 'extremist groups' and 'Islamic radicals may

use refugee flow to smuggle weapons and people into Kenya to engage in terrorist attacks' (MIRP, 2009:15) hence this results in denial and high scrutiny when registering refugees hence delays and out right denial of registration documents is very high. Aid agencies have also provided legal assistance related to registration, protection and resettlement issues. Most legal action is undertaken by Kenyan organisations, in particular RCK and Kituo Cha Sheria (Pavanello et al, 2010).

2.5 Head-teachers role in admission of urban refugee pupil and Inclusive Education

Admission/enrolling of refugee pupils in public primary school is the first step towards offering inclusive education. A program to integrate refugees in the primary schools in Nairobi was piloted Mwiki Primary School in Kasarani, a neighbourhood on the outskirts of Nairobi. Of the 2,000 pupils enrolled there, no fewer than 328 are refugees, primarily from Sudan, Ethiopia, Somalia, Rwanda and DRC. According to the head teacher, at Mwiki school in Kasarani refugee children enjoy access to education, this was not an easy achievement. Kenyan parents and teachers were both wary of admitting foreign nationals, fearing that it would have a negative impact on the quality of education available at the school. At another school in the city, Pangani Primary, the head teacher acknowledged that some Kenyan parents had withdrawn their children because of the number and age of the refugee children enrolling there, as well as the overcrowding of schools that has followed the introduction of free primary education in Kenya. Such concerns are understandable. Many of the refugee children have spent long periods of time out of school, and tend to be much older than the average Kenyan student. Having teenagers attend classes alongside young children poses some evident problems, as does

the presence of refugee children who find it difficult to communicate in English or Kiswahili (Campbell et al, 2011).

Wagacha and Guiney, 2008, observed that many refugee children in Nairobi are born in Kenya and do not have birth certificates which hinders their enrolment into public schools in Nairobi. In addition, World Refugee Survey, 2009 indicates that many refugees lack awareness of their rights and are unable to exercise them. The Survey further inform that while some primary schools welcome refugee children, in others they request an 'admission fee', often in form of a bribe for the head teacher, who otherwise would find excuses not to admit their children. In addition negative attitudes of head-teachers, inspectors of education, teachers and adults (parents and other family members) are major barriers to inclusion. Thus, empowering all of these individuals, equipping them with new confidence and skills in the process of introducing inclusion as a guiding principle, will have implications for teachers' attitudes and performances (UNHCR 2009).

2.6 Teachers preparedness and Inclusive Education

A research carried out by Karanja (2010) at Baraka primary school Nairobi observed that to a large extent, teachers used whole-class, and lecture methods, with minimal teacher-student and student-student interactions. Teacher-student interactions were limited mainly to the teacher asking questions and the student providing answers. In addition, teachers did not use teaching aids to enhance their lessons. The classroom walls were bare; visuals such as charts, maps and drawings were conspicuously absent. Consequently students learn mainly through rote memorization and their creativity and

critical thought were stifled (Karanja, 2010).The way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content. Teachers thus need to be educated in alignment with these expectations.

Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing student performances. A child-centered curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning (UNESCO 2009). Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. It is important to focus on creating an optimum learning environment so that all children can learn well and achieve their potential. This involves learner-centered teaching methods and developing appropriate learning materials.

ICTs and the use of new technology constitute a vital part of modern societies and should be used whenever possible. Activities that make schools more effective include: school readiness activities that ease the transition from home to school for grade one pupils, teacher training on child-centered techniques such as asking pupils questions, assigning the best teachers to the early grades to ensure a solid foundation in literacy and numeracy, providing remediation to pupils at risk of failure, improvement of classroom management

and using language that is adapted to a child's level of understanding, including initial literacy in the mother tongue.

2.7 Summary of Literature Reviewed

Reviewed literature indicates that inclusive education for urban refugee pupils is dependent on wide range of factors that oscillate with areas and circumstances, such as language of instruction, Government policy on registration, teacher's role in admission among others. In Kenya, researchers have studied the challenges/obstacles and implementation of inclusive education. Wangechi (2013) studied challenges of implementing inclusive education for urban refugees in primary schools within Eastleigh, Nairobi, Kenya. Other ongoing comparative research are Educating Refugees in Kenya. Karanja (2010) studied the educational pursuits and obstacles for urban refugee students in Kenya sorely focusing on refugees who have been educated in the camps. Kamau (2014), studied influence of language related factors on academic performance among urban refugees: a case of Mwiki and new Eastleigh primary schools, Kenya. Based on literature review, there has been no substantial research and literature available into the specific urban refugee population and their needs (Pavanello, Elhawary & Pantuliano, 2010).

In the review of the implementation of UNHCR's urban refugee policy in Kenya's capital city, it was revealed that refugees who chose to move from camps to Nairobi did so at their own expense and risk. For the majority, gaining access to legal aid, education, healthcare, livelihoods support and psycho-social counseling was difficult, while little help was at hand in dealing with the common problems of arbitrary arrest, detention, police harassment and extortion (Campbell, Crisp and Kiragu, 2011).

We also saw that in 2014, UNHCR had put in place efforts to address the refugee issues which focused on efforts to ensure access of refugee children to national services. This reflected a move to the longer term goal of integrating refugee children in national child protection and education systems. UNHCR advocated with governments and raised awareness amongst people of concern, and provided training and technical support, to increase access to State child protection services, national education services, public health services and issuance of birth certificates by national authorities. UNHCR also participated in regional processes in Africa and South-East Asia related to civil registration, including birth registration, and successfully advocated for the needs of refugee children to be reflected (UNHCR Global Report, 2015). Despite all these efforts, refugee children still face numerous challenges in accessing education services in public primary schools in Dagoretti Sub – County of Nairobi County. This research study therefore investigated the institutional factors influencing inclusive education for urban refugee pupils’ in public primary schools within Dagoretti Sub-County, Nairobi County.

2.8 Theoretical Framework

This study was guided by the social model of inclusive education. In this model, the problem that hinders inclusive education is located within the education system and not in the learner as is with the medical model which locates the learning disability within the learner. Among the principles of social model are; collaboration between all stakeholders to develop strategy from birth throughout life, collaboration between all forms of education ie formal, non-formal and alternative, listen to and involve all learners and marginalized in planning and implementing, make environment accessible, safe and

welcoming, develops and implement policy to respond to diversity and combat discrimination.

Therefore, the society needs to change in order to adjust to the diverse needs of learners. The education requires reform and restructuring of the school as a whole with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school. It therefore calls for the removal of obstacles to the participation of learners and in changing institutions, regulations and attitudes that create and maintain exclusion (Campbell and Oliver, 1996). The education system in Kenya needs to be reviewed in order to incorporate all learners refugees inclusive. Obstacles such registration documents need to be provided effectively while still considering the security of the state to facilitate smooth access to education by all. Teachers need to be in-serviced in order to be prepared in handlings of refugees. This model therefore encourages teachers to use 'curriculum differentiation' to modify content, activities and assessments in order to respond more flexibly to the diverse needs of all learners (Ainscow, 2004).

2.9 Conceptual Frame work

Figure 2.1 Institutional Factors Influencing Inclusive education of urban refugee pupils

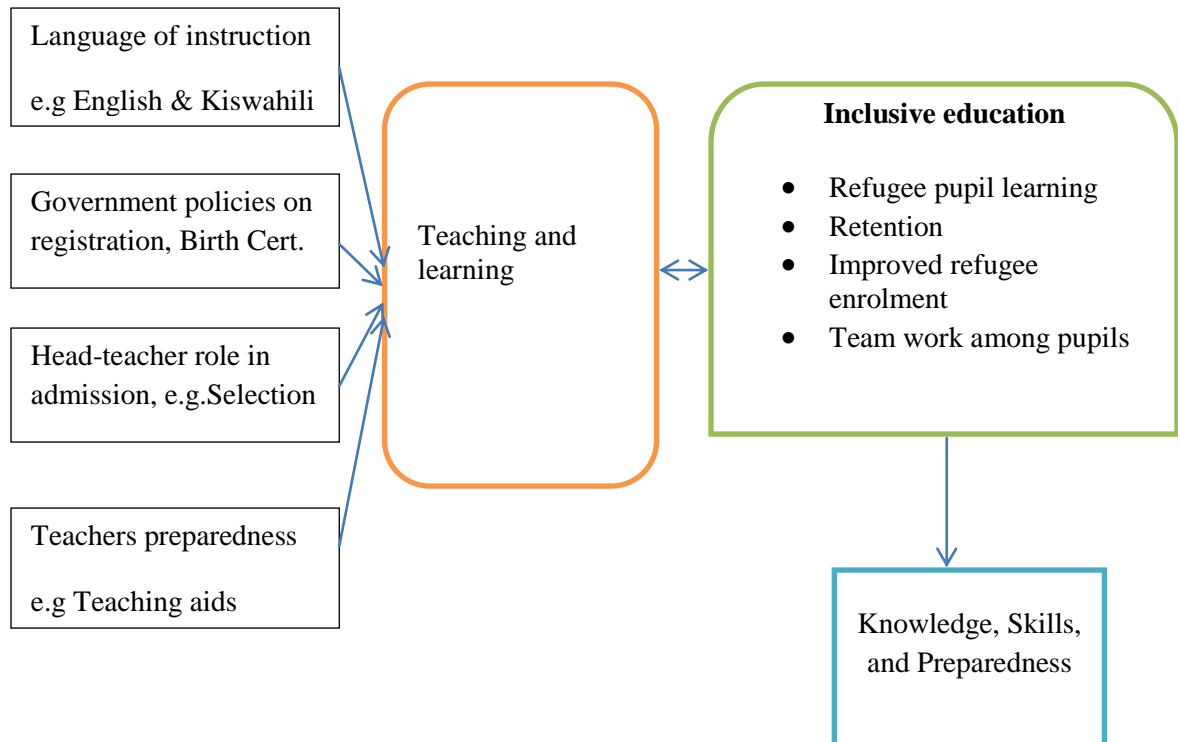


Figure 2.1 shows that the independent variables contribute towards inclusive education. No variable can be supported as the only one that influences inclusive education. There is no subordinate or superior but all factors must be addressed in order to realize the achievement of inclusive education.

The independent variables namely, language of instruction, government policy on registration, Head-teachers role in admission and teachers preparedness all contribute in one way or another towards the implementation and achievement of inclusive education for urban refugee pupils'. All these factors addressed well will facilitate provision of inclusive education on urban refugee pupils'.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology which was employed in the collection and analysis of data. Included in the section are: the research design, the target population, the sample and sampling techniques, description of data collection instruments, description of data collection procedures and data analysis procedures.

3.2 Research design

Research design sets up the framework for study and is the blueprint of the researcher. Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The researcher used survey design because survey generates numerical data and support or refutes hypothesis about the target population (Cohen, L., Manion, L., Morrison, K., 2007). Thus, Survey provides a lot of information on particular phenomena. In addition mixed methods approach where both qualitative and quantitative methods were also applied. This is because words and narratives can add meaning to numbers, strengths of one method can overcome weakness of another and it can produce more complete knowledge necessary to inform theory and practice.

3.3. Target population

According to Mugenda and Mugenda (2003), population is an entire group of individuals' events or objectives having common observation characteristic. The study was conducted in public primary schools in Dagoretti Sub-County. All the 23 public

primary schools were targeted. From these schools, the researcher targeted those which enrolled refugees. The population included teachers, pupils in class six, seven and eight, all head-teachers in the 23 public primary schools and all the refugee pupils' in these classes.

3.4. Sample size and Sampling Techniques

A sample is a small proportion of a target population selected for analysis (Kothari, 2012). The population will be the public primary schools in Dagoretti Sub-County. There are twenty three public primary schools in Dagoretti Sub-County. Purposive sampling was used to identify and pick the public primary schools with refugees.

A sample size of 10% to 30% of the respondent was representative of the target population. A sample of seven schools was used which is 30% of 23 schools. Head – teachers of the sampled schools were used. There were 468 teachers in all schools in Dagoretti Sub-County. This was an average of 175 teachers teaching class eight, seven and six and 400 refugee pupils' in class eight, seven and six in the seven sampled schools. Stratified sampling was used to sample of 52 teachers (that is 30% of 175) and 120 pupils which is 30% of 400 from class eight, seven and six.

Table 3.1 Summary of Sampling Techniques

Target Population	Sampling Technique used	Percentage of sample	Number Sampled
400 refugee pupils	Probability Stratified sampling	– 30%	120
468 teachers	Probability Stratified sampling	– 11%	52
23 head-teachers	Non-Probability Purposive sampling	– 30%	7
23 public primary schools	Probability Purposive sampling	– 30%	7

3.5 Research Instruments

The research instruments used for this study were questionnaires with both open ended and close ended questions. The questionnaires were easy to administer to respondents with reading and writing ability in English. In this study the Questionnaire collected demographic information, some likert scale questions on language of instruction, teachers preparedness, admission process and also suggestion questions on other institutional factors influencing inclusive education for urban refugee pupils' in public primary schools. The questionnaires were administered to the refugee pupils, teachers and head-teachers.

3.5.1 Instrument validity

Validity refers to the extent to which a research instrument measures what it is designed to measure (Ogula, 2010). To demonstrate content validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover.(Cohen et al, 2007). The researcher also piloted the questionnaire by subjecting them to five teachers outside the area of study. This helped the researcher to identify the problems in

the questionnaire e.g. poorly phrased questions, ambiguous questions among others. The comments provided by teachers were then incorporated in the revision of the instruments. The researcher also requested for honesty while responding to the items.

3.5.2 Reliability of the instruments

Reliability refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individual (Ogula, 2010). The reliability as internal consistency of the instrument's nominal scale coded questions was tested using Cronbach alpha. The Cronbach alpha provides a coefficient of inter-item correlations i.e. the correlation of each item with the sum of all the other items. Reliability analysis statistics chosen were descriptives for scale if items deleted and correlation. The Cronbach alpha found was 0.772 for Head-teacher questionnaire; 0.746 for Teacher questionnaire and 0.750 for refugee pupils. Reliability was calculated using the SPSS version 22. The formula for alpha is:

$$\text{alpha} = \frac{nr_{ii}}{1 + (n-1)r_{ii}}$$

Where n = the number of items in the test or survey (e.g. questionnaire) and r_{ii} = the average of all the inter-item correlations.

3.6 Data collection procedure

A research permit was sought from the national council of science and technology. The researcher then made a courtesy call to District Education officer to seek permission to carry out the research in the district. Later on the researcher visited particular schools to

contact the head-teachers seeking authority to administer questionnaires. The questionnaires were administered by the researcher. Completed questionnaires were later collected for analysis.

3.7 Data analysis techniques

Data analysis technique aim to provide answers to research questions and satisfy the research objectives. The researcher used both the qualitative and quantitative analysis approaches for data analysis. Data analysis involves organizing, accounting for, and explaining the data; in short, making sense of data in terms of patterns, themes, categories and regularities (Cohen et al, 2007). Descriptive statistics such as frequencies, percentages, among others were used to analyze data. This is because the researcher needed to describe and present data. Statistical Package for Social Science (SPSS) was used to analyze the quantitative data. Qualitative data from questionnaire was coded and analyzed based on the themes in relation to the research questions. Data was presented in narrative form, histograms, pie-charts and tabular forms indicating frequencies and percentages.

3.8 Ethical Considerations

LeCompte and Preissle 1993 instigate that there are several issues that need to be considered. It is unethical to pretend to be somebody that you are not in order to gain knowledge that you would otherwise not be able to acquire, and to obtain and preserve access to places which otherwise you would be unable to secure or sustain (Cohen, Manion and Morrison, 2007). One therefore needs an informed consent. It is to the participants own advantage that secrecy is maintained. If secrecy is not up held , important work may not be done and “weightier secrets” (Mitchell,1993) may be kept

which are of legitimate public concern and in the participants own interest. Researchers, should also consider their loyalties and responsibilities (LeCompte and Preissle, 1993) e.g. What should public's right to know and what is individual's right to privacy.

A standard protection is often the guarantee of confidentiality, withholding participants' real names and other identifying characteristics. The researcher also needs to respect participants as subjects, not simply as research objects to be used and then discarded (Cohen, Manion, and Morrison, 2007).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study and is divided into two major sections. First section gives the demographic information of respondents. The second present the findings according to the research questions.

4.2 Demographic Information of the Respondents

This section presents demographic information of head-teachers, teachers and Refugee pupils who were sampled for the study. It is presented under the following sub-headings: Type of schools, gender, age, educational level, and teaching experience.

4.2.1 Type of schools

In this study public primary schools were considered. 7 out of 23 schools (30%) in Dagoretti Sub-County participated in the study. The number of head-teacher who participated in the study was 6. A total of 52 teachers and 89 refugee pupils participated in the study.

4.2.2 Gender

Table 4.10 Distribution of head-teacher, teachers and Refugee pupils by gender

Gender	Head-teachers		Teachers		Refugee pupils	
	Frequency	%	Frequency	%	Frequency	%
Male	4	66.7	18	34.6	46	51.7
Female	2	33.3	34	65.4	43	48.3
Total	6	100	52	100	89	100

In the table 4.10, it is very clear that the majority of head-teachers interviewed were male (66.7%). It is however opposite to the number of teachers, majority (65.4%) of teachers who participated in the study were female. This is probably because most women were posted to the urban county to be near their husbands working in other social areas in the city. The large number of female teachers also confirms Nelson (2003) assertion that male teachers were decreasing in the teaching profession. There are more male administrators in the refugee taking schools. This however, is believed by the researcher that it did not cause any variation in the study findings as it was not the major aim of research. This indicates that there are more refugee boy pupils (51.7%) enrolled in school as opposed to girls (48.3%) hence this could be attributed to different refugee cultures where boys are given priority in education than the girl child.

4.2.3 Age of Respondents

Table 4.11 Age of Head-teachers and Teachers

Age brackets (in years)	Head-teachers		Teachers	
	Frequency	%	Frequency	%
21 – 24	-	-	5	9.6
25 – 35	1	16.7	15	28.8
36 – 45	-	-	20	38.5
46 - 55	3	50.0	7	13.5
Above 55	2	33.3	5	9.6
Total	6	100	52	100

Table 4.11 shows that most head-teachers and the majority (61.6%) of teachers in Dagoretti Sub-County are above youthful age i.e. 36 years. This indicates that they are mature and able to do their duties responsibly without supervision. They would also be in a position to provide responsible guidance and counseling to the urban refugees. The Sub-County may also at some point experience shortage and overloading of teachers when most of those above the age of 36 will be retiring. Thus, there is need for employment of more teachers who would in addition to their normal teaching duty, would help identify the needy urban refugees in the nearby Kawangware slum.

Table 4.12: Age of Refugee pupils

Age brackets (in years)	Refugee pupils	
	Frequency	Percentage
Below 7	1	1.1
8 – 13	42	47.2
14 – 20	46	51.7
Total	89	100

Table 4.12 indicates that the majority of the refugee pupils (51.7%) were between 14 and 20 years of age, while others were between 8 and 13 years. This indicates that most refugee pupils were over age of other local pupils by very far since by the age of 14 years most local pupils are in high school. Considering that most teachers are not prepared to handle refugee pupils, many head-teachers may fail to admit them thinking that they are likely to influence other young Kenyan children to indulge in indiscipline cases.

4.2.4 Educational Level

Table 4.13 Educational level of Head-teachers and Teachers

Educational Level	Head-teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
College(Tertiary Institutions)	3	50.0	37	71.2
Bachelors	2	33.3	11	21.2
Masters	1	16.7	4	7.6
Total	6	100	52	100

Table 4.13 on educational level of the participants, only (50 %) of the head-teachers were leading the public primary schools in Dagoretti Sub-County were University graduates. Although all the teachers are professionally trained, over 50 percent of them have not gone through University education. They may therefore not be equipped with skills on inclusive learning. This demands in-cooperation of education in emergencies in Tertiary education curriculum and organization of workshops by non-governmental institutions on education in emergencies in order to help boost their skills on how to handle refugees. This will be beneficial since the teachers spend more time with the refugees more than the head-teachers. However, the 50 percent implies that they have received training in many areas of education, hence have better understanding of inclusive education concepts and the ability to implement strategies to improve it.

4.2.5 Head – teachers and teachers’ experience

Table 4.14 Head-teachers distribution by experience as a Head-teacher

Years	Frequency	Percent
3 -5	1	16.7
6 – 10	5	83.3
Total	6	100.0

Table 4.14 indicates that majority of Head teacher (83.3%) have 6 to 10 years of experience. This is an asset since they can be able to participate in government policy making process which would influence provision of inclusive education. Thus, the administrative experience has a great impact on the implementation of inclusive education in public primary schools in Dagoretti Sub-County since there is a follow up in progress of the refugee pupil.

Figure 4.1: Teachers distribution by level of teaching

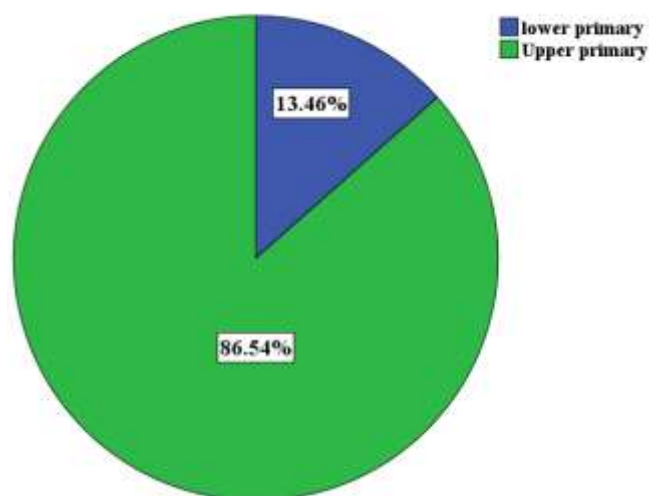


Figure 4.1 shows that most teachers 45 out of 52 (86.5%) were teaching upper primary while 7(13.5%) were teaching lower primary schools. This has an effect on the implementation of inclusive education for refugees. The high number of teachers in upper primary is an advantage to the refugee child since teachers uses different methods of teaching. The over age refugee child would understand concepts better than if he or she was taught by one teacher.

Figure 4.2: Teacher distribution by number of years of experience in teaching refugees pupils

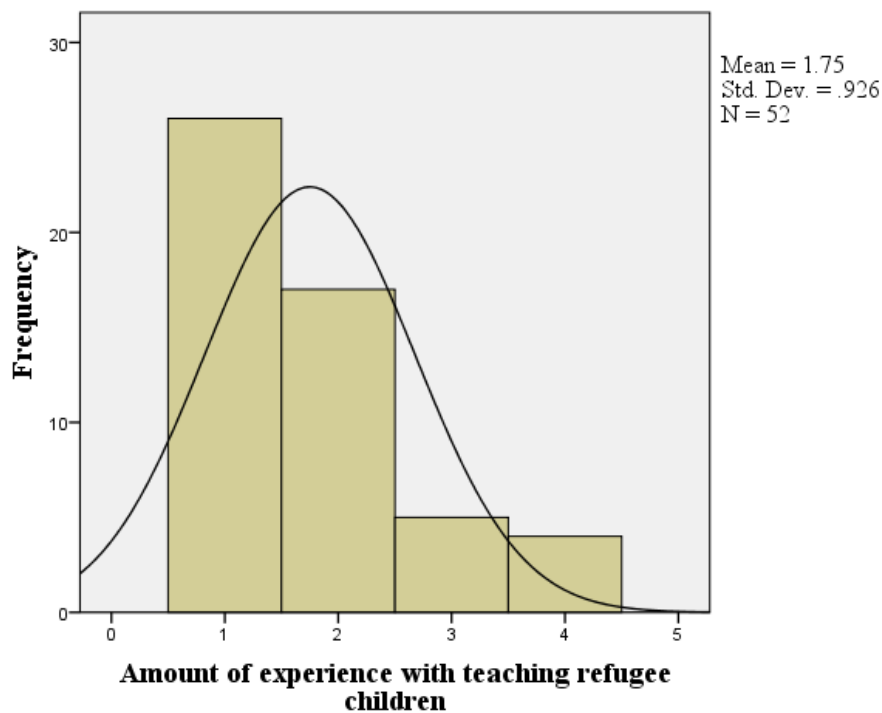


Figure 4.2 presents the number of years in experience that the teachers had taught refugee pupils in primary school where the simple majority had taught refugee pupils for less than 5 years (50%). This indicates that utmost majority of teachers had not taught refugee pupils for more than ten years. This indicates that most teachers were in their formative

years of consolidating their skills and gaining valuable experience in teaching refugee thus they were not prepared to handle them yet most of them were in their vibrant productive years.

4.2.6 Teacher distribution by experience in the teaching profession

In terms of the teachers distribution by experience in the teaching profession 23.1% had taught 5 years or below, 19.2% between 6 to 10 years, 17.3% between 11 to 15 years, 21.2% between 16 to 20 years while 19.2% were above 20 years. Thus 57.7% were experienced teachers yet only 17.3% of them had experience handling refugees. This confirms the need to organize workshops to capacitate teachers in handling of refugees.

Figure 4.3: Teachers responses on attendance of training courses on refugee inclusion

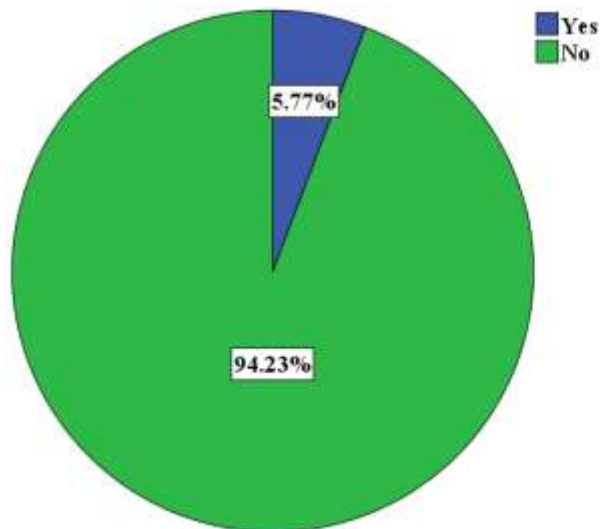


Figure 4.3 indicates that majority of 49 teachers (94.2%), had not received any training course on handling refugees. On teacher preparedness and inclusion, Karanja (2010) states that teachers must be familiarized with the new curricula, methods of teaching and trained in addressing student performance. Without training and capacity building teachers can not be able to handle refugee pupils effectively.

Table 4.15 Refugee pupils' distribution by time of enrollment in school

Age in Years	Frequency	Percentage
1 – 5	2	2.2
6 – 10	31	34.8
11 – 15	49	55.1
16 – 20	7	7.9
Total	89	100

Table 4.15 indicates that most refugee pupils 63% enrolled in school from the age of 11 years to 20 years. This indicates that most of them had waited for long to acquire documentation such as birth certificates. The Kenyan government policy on conditions for enrolment requires a child to have a birth certificate or UNHCR refugee certificate which hinders their enrolment in public schools in time. The process of acquiring the documents takes long time.

4.3 Research findings according to the research questions

This section gives the findings according to the research questions.

4.3.1 How does language of instruction influence education for urban refugee pupils' in public primary schools within Dagoretti Sub-County Nairobi

Table 4.16 Language of Instruction

Statement	Teachers							
	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
The language used during teaching is understandable to refugee pupils.	4	7.7%	23	44.2%	22	42.3%	3	5.8%
I normally use pupils mother tongue to assist them in understand instructions.	36	69.2%	12	23.2%	2	3.8%	2	3.8%
The school doesn't have a language policy used during teaching.	26	50%	15	28.8%	11	21.2%	-	-
Your knowledge and understanding of instructional practices (knowledge mediation) in your main subject field(s)	-	-	20	38.5%	22	42.3%	10	19.2%
A development or training plan to	1	1.9%	10	19.2%	24	46.2%	17	32.7%

improve your teaching								
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.	-	-	4	7.7%	20	38.5%	28	53.8%
Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	1	1.9%	6	11.5%	18	34.7%	27	51.9%
I exchange teaching materials and experiences with Colleague about teaching refugee pupils.	5	9.6%	8	15.4%	31	59.6%	8	15.4%
I check, by asking questions, whether or not the subject matter has been understood.	1	1.9%	1	1.9%	19	36.5%	31	59.6%
At the beginning of the lesson I don't present a short summary of the previous lesson	33	63.5%	12	23.1%	4	7.7%	3	5.8%

In table 4.16 indicates that 27 teachers (51.9%) who were the majority disagreed that the language used during teaching is understandable to refugee pupils. 48 teachers (92.4%)

disagree that they use mother tongue to assist pupils in understanding instructions. Benson (2004), found that when teachers are not native speakers of the child's first language or lack sufficient training on how to carry out mother-tongue based teaching, they avoid the 'unknown good' and regress to the 'known bad'. That is, teachers revert to old system of teacher centered instructions, while pupils are merely required to repeat content after the teacher and given little room to ask questions. This restricted learners thinking and reasoning capacity. Thus there was need to train teachers in skills of teaching from known to unknown.

In table 4.16, 41 teachers (78.8%) agreed that Dagoretti schools had a school language policy which was used in teaching. In every country there is a language policy which refers to all the language practices, beliefs and management decisions of a community (Spolsky, 2004). Language policy therefore determines which language should get status and priority in society by being labelled "standard", official, local or national. In Kenya English and Kiswahili are the languages used for teaching. Efforts should therefore be made by government and non – governmental organization to develop language learning centres in various places.

In table 4.16, teachers (61.5%) agreed that they had knowledge and understanding of instructional practices (knowledge mediation) in their main subject(s). In Karanja 2010, the way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if

the pupil acquires its content. Teachers thus need to be educated in alignment with these expectations.

Table 4.16, also shows that teachers 41 (78.9%) of teachers who are the majority agreed that there should be a development or training plan to improve in their teaching. Teachers must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Teachers must also be familiarized with new curricula and trained in addressing student performances. A child-centered curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning (UNESCO 2009). Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes.

The same table 4.16 indicates that 48 teachers (92.3%), were in agreement that instruction should be built around problems with clear, correct answers, and around ideas that most pupils can grasp. This indicates that the teachers understood the principles of instruction. On the other hand, table 45 teachers (86.5%) were in agreement that pupils should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solve. This indicates that teachers were employing a very proactive way of curriculum delivery hence challenging the pupils to think and work out solution, this in-turn assists refugee pupils to interact and engage with other pupils and teachers.

In addition, table 4.16 indicates the willingness of teachers to exchange teaching materials with colleagues as 39 teachers (75%) were in agreement. This indicates that

teachers were sharing experiences about teaching refugee pupils thus learning from one another on how to help and assist them learn and catch up with others. In the same table 4.16, almost all teachers 50 (96.1%) This indicates that most teachers were concerned about whether subject matter has been understood by asking questions hence the refugee pupils had the opportunity to ask the teachers questions about the subject matter in question. Findings also showed that majority of teachers, 45 (86.6%) were in agreement that they present summaries of previous lessons. Summaries help pupils remember what they were taught earlier and helps them connect with the immediate lesson to be taught hence creates overall understanding of the subject.

4.3.2. How does government registration policy influences inclusive education on urban refugees pupils’ in public primary school within Dagoretti Sub – County Nairobi?

Table 4.17a: Head-teachers response on government registration policy on inclusive education of urban refugees

Statement	Head Teacher							
	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
The government has allowed me to admit refugee pupils	-	-	-	-	3	50.0%	3	50.0%

Table 4.17a indicated that 100% of head-teachers were allowed to admit the refugee pupils without any discrimination. Therefore all refugee pupils should be enrolled in public primary school without any hindrance.

Table 4.17b: Pupils’ responses on government registration policy on inclusive education of urban refugees

Statement	Pupil							
	SD		D		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%
The government officials harass us on our registration status	54	62.1%	21	24.1%	6	6.9%	6	6.9%
We are required to provide birth certificates when registering for KCPE exams.	10	11.2%	5	5.6%	22	24.7%	52	58.4%

Table 4.17b, indicates that 86.2% of refugee pupils agree that they are not harassed by government official during enrolment as long as they have birth certificates. This was confirmed by the 83.1% of the refugee pupils who expressed that birth certificates documents were essential when registering for KCPE exams. This indicated that the government policy was for all refugees to have birth certificates especially when doing national exams. This is so because Kenya is one of the signatories’ of the World Declaration on Education For All signed by governments of the World in Jomtien, Thailand in March 1990.

Although the birth certificate enhanced documentation and proper follow up of refugees in the country, the process of acquiring it remains a challenge.

Table 4.18: Head – Teachers responses on the documents required to admit pupils

Document	Frequency	Percentage
Pupils birth Certificate	4	66.8
Parent refugee registration	1	16.6
Pupil refugee registration	1	16.6
Total	6	100

In table 4.18, the document required for registration of a pupil in any Kenyan public school is birth certificate. Due to insecurity in the Kenya as result of porous borders, the Kenyan Ministry of State for Immigration and Registration of Persons has restricted refugee flow and put in place denial and high scrutiny when registering refugees. Thus, delays and outright denial of registration documents is very high (MIRP, 2009:15)

4.3.3: How does refugee pupils school admission process influence inclusive education for urban refugees pupils’ in public primary school Dagoretti sub county Nairobi?

Table 4.19 Head – Teachers opinion on admission process

Statement	Head teachers - Freq. (%)			
	SD	D	A	SA
I look at age of refugee before admitting them.	1(16.7%)	1 (16.7%)	3(50.0%)	1(16.7%)
Admitting refugee pupils will degrade the quality of education in my school.	4(66.7%)	1(16.7%)	0(0.0%)	1(16.7%)
I don't admit Refugee pupils because of indiscipline.	4(66.7%)	1(16.7%)	1(16.7%)	0(0.0%)
The admission process of refugees is long and tedious.	2(33.3%)	2(33.3%)	1(16.7%)	1(16.7%)
Do you refuse to enroll refugee children in order to preserve spaces for Kenyan children.	3(50.0%)	3(50.0%)	0(0.0%)	0(0.0%)

Table 4.19 indicates that majority of head –teachers (66.7%) were in agreement that age is a factor that is taken into consideration. This shows that age is a significant factor in admitting refugee pupils. It also confirms an outright discrimination of refugee pupil at the enrolment stage. The table also indicates that majority of the head-teachers (83.4%) disagreed with the statement that admitting refugee pupils will degrade the quality of education in my school. Majority of head-teachers do admit irrespective of indiscipline cases. Majority of head-teachers (66.6%) were also in agreement that admission process

of refugees is not long and tedious. All head-teachers do not sideline when admitting refugee children in order to offer local children more admission space. According to education act and teachers code of ethics, no child is supposed to be discriminated against. Education is their right.

Table 4.20 Response of Refugee pupils' opinion admission process

Statement	Refugee pupils			
	SD	D	A	SA
The head teacher is very supportive of our welfare in school	9(10.2%)	3(3.4%)	28(31.8%)	48(54.5%)
The government require us to pay a fee to access school and registration	29(32.6%)	16(18.0%)	22(24.7%)	22(24.7%)
The process of enrolling to school is long	40(45.5%)	27(30.7%)	14(15.9%)	7(8.0%)
My friends have been denied enrollment in school here in Nairobi	51(58.6%)	28(32.2%)	2(2.3%)	6(6.9%)
Some education officers have extorted money from us to access school and when registering	52(58.4%)	27(30.3%)	5(5.6%)	5(5.6%)
My friends have been unable to pay fees required when enrolling	36(40.9%)	17(19.3%)	19(21.6%)	16(18.2%)
Other pupils abuse and discriminate against us	37(43.0%)	28(32.6%)	7(8.1%)	14(16.3%)

In table 4.20 majority of refugee pupils concurred that they receive support from head teachers on their welfare. This indicates that the head teachers have a great impact on the refugee pupils' welfare. The head-teachers are driven by the fact that a comfortable child, a comfortable teacher and a conducive environment combined with hard work result into an excellent academic performance. The table also indicates that the refugee pupils were undecided. However, a narrow majority disagreed that they were required to pay a fee to access school and registration. This indicates that different schools are run differently even though there is free primary education some school services are not free like school lunch etc.

In the same table 4.20, majority of the refugee pupils (76.5%) disagreed with the statement that the school enrolment process is long. This indicates that the school enrolment process is short hence the pupils are able to enroll in the school within a day. This also confirms to the positive the head-teachers response on the same statement. Majority of the refugee pupils (90.8%) confirmed that their friends are not denied enrolment in school except in very few cases. This could be due to extreme over age or complete lack of registration documents which is a government requirement. 88.7% of the refugee pupils strongly disagreed that education officers asked them for money to access school. This indicates that the education officers are not corrupt and are observing the integrity code of ethics to the letter.

Majority of the refugee pupils (60.2%) disagreed that their friends had been unable to pay fee when enrolling. However, some of their friends are unable to pay. Thus, no fees were required when enrolling in most school. Table 4.20 adds that minority of the refugee pupils' (24.4%) were in agreement that other pupils abuse and discriminated against them

while the majority (75.6%) disagreed. This indicates that there was no acrimony on the refugee pupils from other pupils. The rights of the minority must be taken catered for. For that reason there is need for guidance and counseling department in public primary schools.

4.4 How does teachers’ preparedness to handle refugee pupils influence inclusive education for urban refugees pupils’ in public primary school Dagoretti sub county Nairobi?

Table 4.21 Head–teachers opinions on whether the teaching and management committee received training on refugee pupils

Response	Frequency	Percentage
Disagree	3	50.0
Agree	1	16.7
Strongly agree	2	33.3
Total	6	100

Table 4.21 indicates that half of the head teachers disagreed that their teaching and management staff received training on refugee pupils while the other 50% agreed. The most common training on preparedness for refugee situations is in-service training organized by NGOs, and typically focuses on pedagogy and content. There has recently been an increased push for training now that research has shown there is widespread learning failure in schools, especially those catering to refugees (Dryden-Peterson, 2011). Teacher training could encompass refugee sensitivity and also encourage teachers to protect refugee children in the school system.

Table 4.22 Head-teachers opinion on whether absent refugee tend to disrupt learning when they return to classes

Response	Frequency	Percentage
Strongly disagree	1	16.7
Disagree	4	66.7
Strongly agree	1	16.7
Total	6	100

The majority of head-teachers disagreed with the statements that absent refugee tend to disrupt learning when they return to classes. This indicates that absent refugee did not cause a lot of disruptions for learning and that teachers were able to cope with their challenges such as helping them to catch-up with the others.

Table 4.23 Teacher preparedness to handle refugee pupils'

Statement	Refugee pupils			
	SD	D	A	SA
My educational background has prepared me to effectively teach refugee pupils.	5(9.6%)	22(42.3%)	17(32.7%)	8(15.4%)
I need more training in order to appropriately teach students refugee pupils with learning problems.	1(1.9%)	4(7.7%)	17(32.7%)	30(57.7%)
I am encouraged by my administrators to attend conferences/workshops on teaching inclusive education	7(13.5%)	11(21.2%)	26(50.0%)	8(15.4%)

I am prepared to handle issues which may arise when I have refugee pupils such as language barrier, un cultural behaviors, illiteracy etc.	7(13.5%)	13(25.0%)	15(28.8%)	17(32.7%)
I don't teach using teaching aids (visuals such as charts, maps and drawings etc) that are effective in teaching refugee children.	27(51.9%)	20(38.5%)	3(5.8%)	2(3.8%)
I prepare appropriate learning materials for all pupils including refugee pupils.	1(1.9%)	9(17.3%)	24(46.2%)	18(34.6%)
I am prepared to use language that is adapted to a child's level of understanding, including initial literacy in the mother tongue.	5(9.6%)	4(7.7%)	29(55.8%)	14(26.9%)
I feel that I am making a significant educational difference in the lives of my refugee pupils.	2(3.8%)	8(15.4%)	23(44.2%)	19(36.5%)
The head teacher ensures that teachers work according to the school's educational goals of inclusive education for refugees.	2(3.8%)	9(17.3%)	16(30.8%)	25(48.1%)

Table 4.23 indicates that majority of the teachers i.e. 51.9%, 90.4% and 65.4% respectively, that they all needed training to effectively teach refugee pupils. This indicates that their educational background was not enough to prepare teachers to effectively teach refugee pupils. One of UNHCR's current education policy commitments is to promote education quality through teacher training and developing quality teaching and learning materials (Dryden-Peterson, 2011). Thus there is need to train Dagoretti public primary schools teachers on how to effectively teach refugees.

In the same table 4.23 majority of teachers (61.5%) were ready to handle issues that would arise when they had refugee pupils with the basic knowledge they acquired in normal teacher training courses they were given. The teachers have genuine concern for others and thus have a positive attitude towards the refugee pupils. 90.8% of teachers taught using teaching aids (visuals such as charts, maps and drawings etc) that are effective in teaching refugee children. Thus, most Dagoretti public primary school teachers observe professional ethics. In addition, majority of teachers i.e. 80.8%, 82.7%, 80.7%, and 78.9% respectively, were in agreement that they were ready to handle refugee challenges whole heartedly and have always conducted their teaching activities professionally without discriminating against refugees or non-refugees. Thus, fostering inclusive education for refugees and improving school performance at large.

Table 4.24 Suggestions for improving inclusive education for Urban refugee pupils

The following were suggestions from teachers and Head-teachers on the ways of improving inclusive education in their respective public primary schools.

Suggestion	Teachers		Head-teachers	
	Frequency	%	Frequency	%
Consideration of language adaptation training	3	5.8	-	-
Training of teachers on handling refugee pupils'	16	30.8	3	50.0
Donor support in employing special needs teachers and emphasis on inclusive learning	3	5.8	-	-
Guidance and Counseling sessions for all urban refugee pupils' & Kenyan pupils'	9	17.3	1	16.7
Incorporate ICT lesson presentation in Schools	5	9.6	-	-
Use peer teaching	3	5.8		
Provide enough instructional materials and structural facilities	9	17.3	2	33.3
Teachers should involve pupils in the implementation of school rules and regulations	2	3.8	-	-
Refugee pupil should learn National language for easy communication	2	3.8	-	-
Total	52	100	6	100

Table 4.24 indicates the suggestions for improving inclusive education for urban refugee pupils in public primary school given by teachers in order of priority. Each teacher gave one suggestion. Suggestions giving similar information were merged. The suggestions in order of importance were: Training of teachers on handling refugee pupils'; Guidance and Counseling sessions for all urban refugee pupils' and Kenyan pupils'; Provide enough instructional materials and structural facilities; Incorporate ICT lesson presentation in Schools; Consideration of language adaptation training; Donor support in employing

special needs teachers and emphasis on inclusive learning; Use peer teaching; Teachers should involve pupils in the implementation of school rules and regulations and Refugee pupil should learn National language for easy communication.

Training of teachers on handling refugee pupils' was the leading suggestion indicating that teachers are not adequately prepared on handling of refugee pupils. Therefore, they needed to be trained. Need for Guidance and Counseling sessions for all urban refugee pupils' and Kenyan pupils', together with Provision of enough instructional materials and structural facilities, tied. This indicated that the refugee pupils and Kenyan pupils had challenges and issues that needed to be ironed out through guidance and counseling to enable them work as a team. To accommodate large number of refugees as a result of influx of refugee children coming in due to conflict in some of the countries neighbouring Kenya such as South Sudan and Somalia, more structural facilities like classrooms were necessary. Instructional materials were to improve the learning. Teachers also saw the need for refugee pupils to learn the National language for easy communication. In every country there is a Language policy which refers to all the language practices, beliefs and management decisions of a community (Spolsky, 2004). 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. To make learning complete the need to incorporate ICT lessons presentations in public primary schools featured and thus need for investigation in this area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents a summary of the research findings. It then gives conclusions derived from the study, followed by recommendations and finally suggestions for future research.

5.2 Summary of the Study

The study aimed at investigating the institutional factors influencing inclusive education for Urban Refugees pupils in Public Primary Schools Dagoretti Sub-county Nairobi.

Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two consists of literature review; Areas covered include the Social Model theory on inclusive education, context of primary school inclusive education for refugees, influence of language of instruction, Influence of government registration of refugees, influence of Head teachers' role in admission of refugees, and Influence of teachers preparedness to handle refugee pupils.

Chapter three describe the research methodology that was used in the study including research design, target population which consisted of all the 23 public primary schools were targeted. From these schools, the researcher targeted those which enrolled refugees. The population included teachers, pupils in class six, seven and eight, all head-teachers in

the 23 public primary schools and all the refugee pupils' in these classes, sample and sampling techniques; Purposive sampling was used to identify and pick the public primary schools with refugees.

A sample size of 10% to 30% of the respondent was representative of the target population. A sample of seven schools was used which is 30% of 23 schools. Head – teachers of the sample schools used. There were 468 teachers in all schools in Dagoretti Sub-County. This was an average of 175 teachers teaching class eight, seven and six and 400 refugee pupils' in class eight, seven and six in the seven sampled schools. Stratified sampling will used to sample of 52 teachers that is 30% of 175 and 120 pupils which is 30% of 400 from class eight, seven and six. The research instruments used were questionnaires with both open ended and closed ended questions.

In chapter four, data analysis, presentation and discussion of findings was done. Frequency tables were used to present various responses obtained from respondents, percentages as a descriptive statistics was also used. Data was fed in SPSS version 22 to analyze the quantitative data.

Chapter five contains a set of summary, conclusions and recommendations. The following were the major findings from the study: the language used during teaching is understandable to refugee pupils, Dagoretti schools had a school language policy which was used in teaching, 48 teachers (92.3%), were in agreement that instruction should be built around problems with clear, correct answers, and around ideas that most pupils can grasp, 39 teachers (75%) were in agreement that teachers were sharing experiences about teaching refugee pupils thus learning from one another on how to help and assist them

learn and catch up with others, Summaries help pupils remember what they were taught earlier and helps them connect with the immediate lesson to be taught hence creates overall understanding of the subject.

The study also found that the government policy was for all refugee to have birth certificates especially when doing national exams. This thus, enhanced documentation and proper follow up of refugees in the country, majority of head –teachers (66.7%) were in agreement that age is a factor that is taken into consideration. This shows that age is a significant factor in admitting refugee pupils, majority of the teachers i.e. 51.9%, 90.4% and 65.4% respectively, that they all needed training to effectively teach refugee pupils. This indicates that their educational background was not enough to prepare teachers to effectively teach and handle refugee pupils.

5.3 Conclusions

5.3.1 Language of instruction

The study revealed that there was need to train teachers since most had never received any training on handling refugee pupils and inclusive education. Most head- teachers had never attended training on how to handle refugee pupils'. This meant that there was need to educate the head-teachers on inclusive education for refugees, so that they could effectively implement inclusive education in their schools. On language of instruction some of the refugees didn't understand the language of instruction. In addition the teachers didn't summarize their previous lessons and this affected the refugees' pupils who take long to understand. Summaries help pupils remember what they were taught

earlier and helps them connect with the immediate lesson to be taught hence creates overall understanding of the subject.

5.3.2 Government registration policy

The study concluded that a birth certificate was a requirement for enrolment in public primary schools and for registration for KCPE examination. Recent research quantifying the time and cost for refugees in Nairobi to obtain refugee mandate certificates found that on average it takes 7.5 visits to UNHCR over the course of 13 months to obtain one new mandate certificate. At an average of 2.3 mandate certificates per household it takes a typical household 16.8 visits to obtain all of its certificates and 33.2 adult days are spent on these visits (UNHCR, 2012). Therefore the Kenyan government needs to improve on the bureaucracy involved in acquiring of registration documents for refugee pupils' identification.

5.3.3 School admission process

The study concluded that the process of admitting refugees' pupils took a longer time (more than or even the process can last a week depending on cases basis). The head teachers also admitted that they considered the age of the refugee pupils' before enrolling them in their schools. This form of discrimination is against basic education act and United Nations declaration on Education for all. Some schools require a fee to be paid since they are run differently even though there is free primary education as confirmed by the minority of refugee pupils' in table 4.20 rows 2, 5 and 6.

5.3.4 Teachers' preparedness in handling refugee pupils

Majority of the teachers 90.4% expressed that they needed more training in order to appropriately handle and teach refugee pupils. This was further confirmed by the teachers' most prominent suggestion on need for training of teachers on how to handle refugee pupils as indicated on table 4.24. The teachers' educational background is not enough to prepare teachers to effectively teach refugee pupils. They require regular training in workshops and seminars as it assists them acquire more knowledge and skills. This also offers teachers a platform to share experiences. In addition they require instructional materials to boost effective learning of both refugee pupils and local pupils.

5.4 Recommendations

5.4.1 Language of instruction

There is need for refugee pupils to learn the National languages of the government of Kenya for easy communication and learning.

5.4.2 Government registration policy

The government registration process needed to be reduced to take a maximum of a day. Registration of KCPE exams for refugee pupils should be normalized like for other local pupils.

5.4.3 School admission process

The head teachers should admit pupils as per government educational policy which allows all pupils (refugee pupils inclusive) to be enrolled without any discrimination as

long as they have the proper documents. The head teachers should never use the age of refugee pupils' to deny them admission to public primary school. The refugee pupils should not be asked for any fee when being admitting since most of them might not be in a position to afford payment of the fee.

5.4.4 Teachers' preparedness on handling refugee children

The teachers should be trained on how to handle refugee pupils and methods of tackling challenges affecting refugee pupils in inclusive education. The teachers should always utilize teaching aids as they are key to enhance understanding of different subjects.

5.5 Suggestion for further Studies

The researcher suggests the following areas for further study, given the scope and limitations of this study:

An evaluation study to assess the needs of urban refugees in public primary schools in other Urban Counties.

To investigate the effect of ICT integration in inclusive education of urban refugees in public primary schools.

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APPENDIX I

LETTER TO RESPONDENTS

Mary Anne Njeri,
University of Nairobi,
April 2015

Dear Respondent,

REF: FILLING IN OF QUESTIONNAIRE

I am a student pursuing Masters of Educational in Emergency at the University of Nairobi.

As part of fulfillment of the requirements of the course, I am carrying out a research entitled “**to investigate the institutional factors influencing inclusive education for Urban Refugee pupils’ in Public Primary Schools Dagoretti Sub – County, Nairobi**”.

Attached hereby is a questionnaire on the same. Kindly read the instructions and honestly fill in the questionnaire as may be applicable to you.

Your response will highly be appreciated and will be used for research purposes only.

Thank you for your cooperation.

Yours sincerely,

Mary Anne Njeri

APPENDIX II

HEADTEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to collect data on influence of the institutional factors on inclusive education for refugee pupils in Dagoretti Sub-county. You are requested to provide answers to the questions, as honestly as possible. The researcher assures you that the information gathered, will be treated with utmost confidentiality and for academic purposes only. Please tick where appropriate (✓) or fill in the required information.

Part A: Demographic Information:

1. Gender: (please tick) A) *Male* B) *Female*

2. How old are you: (please tick)

(a) *below 25* (b) *25-35years* (c) *36-45years* (d) *46-55years*

(e) *over 55years*

3. Your educational level (please tick):

a) *College*

b) *Bachelors*

c) *Masters*

d) *Doctoral- PhD*

4. How long have you been in the school as a head teacher?

(a) *1-2 yrs* (b) *3-5 yrs* (c) *6-10 yrs* (d) *11-15yrs* (e) *16-20 yrs*

(f) *over 20yrs*

5. What documents are required to admit refugees pupils? (please tick)

(a) *Pupil Birth certificate,* (b) *Parent refugee registration* (c) *Pupil
refugee registration* (c) *Others*

6. Does the process of admitting a local Kenyan pupils **longer** than that of a refugee child? (a) Yes (b) No
7. How long does the process of admitting a **Kenyan child** to your school last? ____
8. How long does the process of admitting **refugee pupils** to your school last? ____

Part B Admission Process

Instructions: Please complete the following scale by ticking the appropriate response corresponding to your belief. Use the following key to determine your answer. Please tick a response and do not indicate responses between choices.

1 SD=Strongly Disagree 2D=Disagree 3 A=Agree 4 SA=Strongly Agree

		1	2	3	4
1	The government has allowed me to admit refugee pupils				
2	I look at age of refugee before admitting them				
3	Refugee are a burden to the school resources				
4	Refugee don't have rights to be educated in my school				
5	I assist teachers to attend workshops and training on refugee pupils				
6	Admitting refugee pupils will degrade the quality of education in my school				
7	I don't admit Refugee pupils because of indiscipline				
8	The admission process of refugees is long and tedious				
9	Refugees tend to remain absent for long period hence disrupting learning when they return.				
10	Refugee boy pupils tend to disobey female teachers				
11	I have never received training on refugee pupils issues				
12	My teaching staff and school management committees receive training on refugee pupils				
13	Do you refuse to enroll refugee children in order to preserve spaces for Kenyan children.				

Part C: Suggestion

14. What other institutional factors do you suggest could influence inclusive education for urban refugee pupils' in public primary schools?

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

Thanks for participating on this study

APPENDIX III

TEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to collect data on influence of the institutional factors on inclusive education for refugee pupils in Dagoretti Sub-county. You are requested to provide answers to the questions, as honestly as possible. The researcher assures you that the information gathered, will be treated with utmost confidentiality and for academic purposes only. Please tick where appropriate (✓) or fill in the required information

Part A: Demographic Information:

1. Gender: (please tick) A) Male B) Female
2. How old are you: (please tick)
(a) below 25 (b) 25-35 (c) 36-45 (d) 46-55 (e) 55+
3. Your educational level (please tick):
 - a) College
 - b) Bachelors
 - c) Masters
 - d) Doctoral- PhD
4. Current level you are teaching: (please tick) (a) Lower Primary
(b) Upper primary
5. Amount of experience with teaching refugee children in your classroom:
(a) Below 5 years (b) 6 – 10 yrs (c) 11 – 20 yrs (d) over 20 yrs
6. How long have you been working as a teacher? (Please tick as appropriate.)
(a) 1-2 yrs (b) 3-5 yrs (c) 6-10 yrs (d) 11-15 yrs (e) 16-20 yrs
(f) over 20 yrs

7. Have you received any courses on refugee pupils inclusion? (a) Yes (b) No

If yes what is the amount of courses received about teaching refugee children?

Part B :Language of instruction

Instructions: Please complete the following scale by ticking the appropriate response corresponding to your belief. Use the following key to determine your answer. Please tick a response and do not indicate responses between choices.

1.SD=Strongly Disagree 2.D=Disagree 3.A=Agree 4.SA=Strongly Agree

		1	2	3	4
1	The language used during teaching is understandable to refugee pupils				
2	I normally use pupils mother tongue to assist them in understand instructions				
3	The school doesn't have a language policy used during teaching				
4	Your knowledge and understanding of instructional practices (knowledge mediation) in you main subject field(s				
5	A development or training plan to improve your teaching				
6	Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quick				
7	Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solve				
8	I exchange teaching materials and experiences with Colleague about teaching refugee pupils				
9	I check, by asking questions, whether or not the subject matter has been understood.				
10	At the beginningof the lesson I don't present a short summary of the previous lesson				

Part C: Suggestion

11. What other institutional factors do you suggest could influence inclusive education for urban refugee pupils’ in public primary schools?

.....

Part Three: Teachers preparedness

Instructions: Please complete the following scale by ticking the appropriate response corresponding to your belief. Use the following key to determine your answer. Please tick a response and do not indicate responses between choices.

1. SD=Strongly Disagree 2. D=Disagree 3. A=Agree 4. SA=Strongly Agree

		1	2	3	4
1	My educational background has prepared me to effectively teach refugee pupils				
2	I need more training in order to appropriately teach students refugee pupils with learning problems.				
3	I am encouraged by my administrators to attend conferences/workshops on teaching inclusive education				
4	I am prepared to handle issues which may arise when I have refugee pupils such as language barrier, un cultural behaviors, illiteracy etc.				
5	I don’t teach using teaching aids (visuals such as charts, maps and drawings etc) that are effective in teaching refugee children				
6	I prepare appropriate learning materials for all pupils including refugee pupils				
7	I am prepared to use language that is adapted to a child’s level of understanding, including initial literacy in the mother tongue.				
8	I feel that I am making a significant educational difference in the lives of my refugee pupils				
9	The head teacher ensures that teachers work according to the school’s educational goals of inclusive education for refugees				

Thanks for participating in this study

APPENDIX IV

REFUGEE PUPILS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on influence of the institutional factors on inclusive education for refugee pupils in Dagoretti Sub-county. You are requested to provide answers to the questions, as honestly as possible. The researcher assures you that the information gathered, will be treated with utmost confidentiality and for academic purposes only. Please tick where appropriate (√) or fill in the required information.

1. Gender: (please tick) A) *Male* B) *Female*

2. How old are you: (please tick)

 (a) *below 7 years* (b) *8-13 years* (c) *14-20* (d) *over 20 years*

3. How old were you when you enrolled? _____

Part B

Instructions: Please complete the following scale by ticking the appropriate response corresponding to your belief. Use the following key to determine your answer. Please tick a response and do not indicate responses between choices.

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

		1	2	3	4
1	I don't understand what teachers teaches in class				
2	The teachers encourage us to participate in class room – like asking questions etc.				
3	The teachers are very harsh on me/us				
4	The head teacher is very supportive of our welfare in school				
5	The government education officers harass us on our registration status				
6	We are required to provide birth certificates when registering for KCPE exams				
7	Other pupils abuse and discriminate against us				
8	The government require us to pay a fee to access school and registration				
9	The process of enrolling to school is long				

10	My friends have been denied enrollment in school here in Nairobi				
11	Some education officers have extorted money from us to access school and when registering				
12	My friends have been unable to pay fees required when enrolling				

Thanks for participating in this study.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote:

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
15th June, 2015

NACOSTI/P/15/7700/6202

Maryanne Njeri Wanjiru
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors influencing inclusive education for urban refugee pupils' in public primary schools within Dagoretti Sub – County Nairobi, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st August, 2015.**

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.



**THIS IS TO CERTIFY THAT:
MS. MARYANNE NJERI WANJIRU
of UNIVERSITY OF NAIROBI, 8891-200
nairobi, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/15/7700/6202
Date Of Issue : 15th June,2015
Fee Recieved :Ksh 1,000**

**on the topic: INSTITUTIONAL FACTORS
INFLUENCING INCLUSIVE EDUCATION
FOR URBAN REFUGEE PUPILS' IN PUBLIC
PRIMARY SCHOOLS WITHIN DAGORETTI
SUB - COUNTY NAIROBI, KENYA**



**for the period ending:
31st August,2015**

.....
Ms. A
**Applicant's
Signature**

.....
Director General
**National Commission for Science,
Technology & Innovation**

CONDITIONS

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



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A: 5366

CONDITIONS: see back page