FACTORS INFLUENCING REFUGEE STUDENTS' PARTICIPATION IN UNIVERSITY EDUCATION: THE CASE OF WINDLE TRUST KENYA SCHOLARSHIP PROGRAMME

By
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Declaration

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

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DEDICATION

This research project is dedicated to my wife Ann Kageni, my dear son Harmony Munene and my lovely daughter Peace Ntinyari for their invaluable support and encouragement throughout the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

DAFI	Deutsche Akademische Flüchtlingsinitiative / Albert Einstein German Academic Refugee Initiative Programme
DfID	Department for International Development
DRC	Democratic Republic of Congo
EFA	Education for All
ESL	English as a Second Language
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
MDG	Millennium Development Goals
NCST	National Council of Science and Technology
NGO	Non-governmental Organizations
RET	Refugee Education Trust
UDR	Universal Declaration of Human Rights
UK	United Kingdom
UNESCO	United Nations Education Scientific Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
WRC	Women Refugee Commission
WTI	Windle Trust International
WTK	Windle Trust Kenya
WUSC	World University Service of Canada

ABSTRACT

The purpose of this study was to establish factors influencing participation of students of refugee status in university education in Kenya. The specific objectives of the study were: To identify factors that influence participation of refugee students in university education in Kenya, to determine socioeconomic factors influencing participation of refugee students in university education in Kenya, to establish academic background factors influencing participation of refugee students in university education, to determine psychosocial factors influencing participation of refugee students in university education in Kenya and to identify the challenges faced in the implementation of the WTK university scholarship programme for refugees as an intervention.

The study employed a case study research design and targeted all the 26 undergraduate students of refugee status in the WTK scholarship programme in 2013, one university member of staff from Nairobi, Kenyatta, Moi, Masinde Muliro, African Nazarene, Jomo Kenyatta and Egerton universities. One educational officer from WTK, UNHCR and Refugee Education Trust were also targeted. The total targeted respondents were 36 and 32 of them which was 89% participated in the study. The study used interview method as the main data collection method which was supplemented by document analysis and observation methods. Reliability of the instrument was tested using the test- retest method and found reliable.

The findings of the study reveal that despite being offered university scholarships students of refugee status still face a number of socioeconomic challenges relating to finance like high cost of housing and family background like poverty. The study also reveals that the majority of them lacked parental encouragement and support in their studies because most of them had illiterate parents. The study established that participation in the university of students of refugee status was negatively affected by their past education background. It was also found that there were psychosocial factors negatively influencing participation of students of refugee status in university education which included trauma, fear of victimization and retention of bitter memories of their past experiences. Other key findings of the study were that the WTK university scholarship programme for students of refugee status was facing some challenges which included inadequate funds and lack of awareness of refugee issues by many departments in the universities. The study concludes that various socioeconomic, psychosocial, and past academic based factors influence participation of students of refugee status in university education. This is despite having the scholarship.

Based on the findings the study recommends that refugee organizations should engage universities more and form structured partnership to address issues affecting refugee students in the university. The study also recommends that universities should charge students of refugee status the same fees charged to Kenyans besides allowing them to live in university hostels. This will help bring in more refugee students in the university. There is also need for holistic approach to refugee education besides encouraging peer couching and peer counselling. The study suggests that a similar study but drawing the sample from students of refugee status who have sponsored themselves or are sponsored by other organizations can be done for further research.

CHAPTER ONE

INTRODUCTION

1.1 **Background to the Study**

Education has been recognized as a very important and basic service that should be provided to all human beings in the world and consequently was declared a human right by the United Nations in the 1948 universal declaration of human rights. Human rights are universal and inalienable; the entitlements of all people everywhere in the world, an individual cannot voluntarily give them up nor take them away (Article 1 of the Universal Declaration of Human Rights, (UDR, 1948). It therefore means that education should not be denied to anyone regardless of their conditions, status, race, nationality, religion, among others.

The role that education play in personal development, promoting respect for human rights, understanding tolerance and economic growth of any country has made it an item of agenda in many international conferences. For example, the World Conference on Education for All (EFA) in 1990 at Jomtien (Thailand), the Dakar World Education Forum 2000 and the Millennium Development Goals (MDG) (UNICEF, 2007). According to World Bank (2009) Education is the key to the world development. This means that education will play a key role in achieving all MDG and EFA goals.

Another key role of education is that of protection. Education offers physical, cognitive and psychosocial protection to all children and young people in the world (Nicolai and Triplehorn 2003). It does this by providing opportunities for counselling services, avenues for students to express themselves through art, drama, music and sports. This

way education restores hope, dignity and a sense of normalcy to the affected refugee students which is very important in their lives.

The United Nations High Commissioner for Refugees (UNHCR) and Save the Children (2000), the World Refugees Commission (WRC, 2009), observes that provision of productive post primary opportunities is important for growth and development of the youth. This is because it will contribute in peace building in the world by keeping the youth out of military service and terrorism according to USAID (2009). According to UNHCR (2011), education is vital in helping in analysis of peace messages. Therefore it should be studied up to the highest level an individual can for a peaceful world.

Due to its importance, relevant education should be made available and accessible to all individuals including taking all necessary measures to reach the most marginalized and vulnerable individuals (UNICEF, 2007). Some of these marginalised and vulnerable individuals include the refugee students in any of the Kenyan universities because they are among the minority groups in all the Kenyan universities. According to INEE minimum standards for education (2010), all individuals should have access to quality and relevant education opportunities and no individual should be denied access to education for whatever reason through all stages of childhood and beyond. For the education acquired by the refugee students in the university to be relevant and of the right quality, they should be able to participate in all educational activities in the university. Thus an attempt should be made to find out the factors that may affect their active participation in educational activities in the university.

This is why major stakeholders in refugee education have from time to time carried out studies to establish the challenges that refugee students face in the university. For instance a study carried out by Dryden-Peterson (2011b) concludes that refugee students face socioeconomic challenges like lack of financial resources due to donors' resistance to support university education for refugees. According to this study, donors' resistance to support university education for refugees is as a result of arguments by Psacharopoulos (1985) that the economic rate of return for higher education was much lower than those for primary education. According to Lewis and Brannelly (2011) this argument has given major world donors like the World Bank and the UNHCR justification to shift their educational financing towards primary education. For example the World Bank support for tertiary education dropped from 51percent of the total education aid in 1992 to 7percent in 2000 (World Bank,2009) while in the UNHCR education Budget of 2010 primary education accounted for 27percent and post primary activities which included tertiary scholarships ,vocational scholarships, secondary education and vocational training accounted for 20percent (UNHCR, 2009).

Another study carried out in the United Kingdom (UK) found out that poverty was among the socioeconomic factors affecting educational achievements of young refugee students in UK (Willot & Stevenson, 2007).The study concluded that refugee and asylum seeking children in the UK are more likely to be living in poverty than any other minority or ethnic group partly because their parents have no right to work. This might hinder their participation in university education because they might lack additional study materials like books and writing materials or even fail to meet their transport costs among other hidden costs of education.

In Canada Kanu (2008) identified a number of academic background based factors hindering refugee students' participation in educational activities in Manitoba. These factors included limited English language proficiency, academic gaps due to disrupted schooling and difficulties with academic skills like critical thinking, note taking, academic writing among others.

Refugee students also encounter psychosocial challenges in the university which hinder their participation. According to Mc Brien (2005) psychosocial factors influencing refugee students' participation in education include overcoming their traumatic experiences, acquiring a sense of safety and a sense of self and expectations of new culture. Janjusevic (2009) identifies psychosocial problems resulting from non physical loss like loss of trust, dignity, belonging, values and self identity as affecting refugee students in the university.

In Africa, Bayham (2007) identifies socioeconomic factors like lack of financial resources and high cost of university education as among the factors influencing participation of Liberian refugee students in Ghanaian universities. According to the study Liberian refugee students were charged higher international fees hence affecting their participation in the university education. Most of them dropped out of the university because they were poor as they were not allowed employment opportunities in Ghana.

Access to higher education in Africa has remained low partly due to the economic rates of return arguments with fewer than 3percent of the eligible age group having access to higher education (Altbach, 2007 in Dryden-Peterson 2011). In some countries it is even lower with only 0.4percent in DRC accessing higher education (World Bank, 2000).

What this means to refugees is that their university education will receive very little attention in these countries.

In Kenya the United Nations High Commissioner for Refugees (UNHCR) has been trying to improve access to university education among refugees through the Albert Einstein German Academic Refugee Initiative Programme (DAFI) scholarships in partnership with Windle Trust Kenya (WTK) as the only implementing partner (UNHCR, 2009). WTK which started its operations in Kenya in 1977 has been the implementing partner of the DAFI scholarship since 2005. However very few students are able to access these scholarships because they are few as is illustrated by the 2011 and 2012 DAFI selection process by the WTK in table 1.1.

Table 1.1 DAFI Successful candidates 2011 and 2012

Year	Males selected	Females selected	**Total selected**	Male applicants	Female applicants	Total applicants
2011	9	3	**12**	133	26	159
2012	3	4	**7**	139	28	167
Total	12	7	**19**	272	54	326

Source: WTK (2013)

WTK also receive funding from other donors to assist refugees pursue higher education. However the major challenge faced in the implementation of the WTK scholarship programme is donor resistance to fund university education for refugees. The donors are only willing to invest less in university education compared to basic education. This limits resources for university education.

The table below shows the number of WTK scholarship beneficiaries and the universities where they are admitted as at April 2013.

Table 1.2 WTK undergraduate refugee beneficiaries in Kenya 2013

University	Female	Male	**Total**
Africa Nazarene	0	1	1
Egerton	0	2	2
JomoKenyatta	3	2	5
Kenyatta	1	0	1
Masinde Muliro	0	2	3
Moi	0	1	2
Nairobi	2	12	14
Total	6	20	**26**

Source: WTK, (2013)

It is very clear from the DAFI selection process in table 1.1 that the UNHCR and WTK are not able to meet the rising demand for higher education among refugee students in Kenya. Even when they offer the limited scholarships to the few deserving refugee students, still there are other direct and indirect costs as well as academic gaps and psychosocial issues that refugee students face in the university once enrolled. These socioeconomic, academic and psychosocial challenges that refugees students encounter in their studies influence their participation in university activities. They vary from one region, country or institution to another.

Therefore they should be investigated in Kenyan universities so that stakeholders are aware of the unique challenges that refugee students face in these universities. This is because even when the fees are paid refugees have other unique challenges like the hidden costs of education, where they live while in session or on vacation and

psychological issues among others. There is need to investigate these factors because merely going to school does not mean learning (Uwezo Kenya report 2011).

This study will investigate the factors influencing participation of refugees in education in Kenyan universities using students in the WTK scholarships program as the case. This is because according to UNHCR, WTK is the only organization that assists refugees to access university education in Kenya (UNHCR, 2009). It is also important to note that university education for refugees in Kenya is of great interest to stakeholders because Kenya is among the countries with highest number of refugees in the world (UNHCR 2011), therefore it is important to find out the opportunities and the challenges that refugees have in Kenyan universities.

1.2 Statement of the Problem

Despite the efforts by the UNHCR and WTK to ensure refugee students access university education in Kenya, refugee students still do not participate fully in university education even when enrolled.

This study sought to establish the factors that influence refugee students' participation in university education in Kenya once they enroll and establish the challenges faced in the implementation of the WTK university scholarship programme for refugees.

1.3. Purpose of the Study

The purpose of this study was to find out the factors influencing participation of students of refugee status in university education in Kenya: A case of students in the WTK scholarship programme.

1.4 Objectives of the Study

The objectives of this study were:

i. To determine socioeconomic factors influencing participation of refugee students in university education in Kenya.
ii. To establish academic background factors influencing participation of refugee students in university education.
iii. To determine psychosocial factors influencing participation of refugee students in university education in Kenya.
iv. To identify the challenges faced in the implementation of the WTK university scholarship programme for refugees.

1.5 Research Questions

The study attempted to answer the following questions:

i. Are there socioeconomic factors influencing participation of refugee students in university education in Kenya?
ii. What are the academic-background factors influencing participation of refugee students in university education in Kenya?
iii. Are there psychosocial factors influencing refugee students' participation in university education in Kenya?
iv. Are there challenges facing the implementation of the of the WTK university scholarship programme?

1.6 Significance of the Study

This study may be beneficial to agencies and organizations dealing with refugee and, or their education as they may be able to identify some of the barriers that affect students of refugee status in their studies at the university. WTK can use this study to improve their university scholarship programme as well as advocate for more funding. Through this study donors may understand the consequences of delaying their remittances to the programme as well as understand the plight of refugees, thus increase their speed at which they remit their donations and increase financial support to university education for refugees.

The universities may also find this study useful because it is likely to help them understand the diversity of the students that they have as well as how to assist them participate fully in university education. Besides helping them understand the unique needs of students of refugee status, this study can help universities understand specifically the psychosocial, financial and academic needs of students of refugee status and try as much as possible to address some of these barriers. Since tertiary education for refugees is an issue of concern currently, other scholars and researchers might benefit from the findings of this study as they are likely to find useful information as well as appreciate the research design used. They are also likely to replicate this study and either improve, approve or disapprove the findings. The study is also important as it has added to the country data on university education for refugees which is very limited.

Students of refugee status might also benefit from this study due to increased awareness of the issues affecting them by stakeholders in refugee education as a result of this study.

When more stakeholders like donors are aware of the needs of these students, it may translate to more resources being factored out to help reduce some of the challenges that they face at the university. Students may also benefit because their parents and guardians are likely to understand and play their roles effectively to assist them excel in their studies based on the findings of this study.

1.7 Limitations of the Study

The study was limited by the following: The fact that the responses of the respondents were not controlled by the researcher as they were entitled to their opinions. There were also some respondents who feared to participate due to the sensitivity of the refugee issue. In some universities the researcher had to follow a slightly longer than usual approval process which delayed the study besides imposing extra financial constraints to the researcher. There was also little awareness of refugee issues in the universities and no university had captured data of students of refugee status in their system. To overcome most of these limitations and obtain reliable, accurate responses, the researcher kept assuring the respondents of respect for their opinions, confidentiality and anonymity. The respondents were also informed that the study was purely for academic purposes and would not be used in any way to their disadvantage.

1.8 Delimitations of the Study

This study was carried out among undergraduate refugee students who are beneficiaries of WTK scholarship programmes. As at June 2013 they were admitted in seven Kenyan universities namely: Nairobi, Kenyatta, Moi, Africa Nazarene, Jomo Kenyatta, Masinde Muliro, and Egerton universities. The other respondents were Deans of students from the

seven universities and one education officer each from the WTK, UNHCR and the Refugee Education Trust (RET) who are key stakeholders in refugee education. The study focussed on social economic, academic and psychosocial barriers.

1.9 Basic Assumptions of the Study

The study made the following assumptions:

i. That the respondents were able to explain some of the factors that influence participation of refugees in university education in Kenya.
ii. That the affected population was aware of the issues affecting them and their solutions and should be given an opportunity to state them the way they see and understand them.
iii. That the UNHCR, WTK, RET and the Kenyan universities were able to cooperate and provide the needed information.

1.10. Definitions of Significant Terms

Refugee student refers to a person studying in the university regardless of their age who is in refugee status as recognized by the UNHCR.

Participation refers to the act of gaining access, being retained and the processes of being actively involved in various university educational activities.

Barriers refer to conditions or factors that influence involvement of refugee students in various university activities. These barriers will either be socioeconomic, academic or psychosocial. **Socioeconomic factors** refer to conditions prevalent in a group that influences participation of students of refugee status in education.

Academic factors refer to school background related conditions prevalent in a refugee student limiting their educational participation in the university.

Psychosocial factors refer to psychological conditions prevalent in a refugee influencing their educational participation in the university.

Post secondary refers to education levels beyond secondary levels which include middle level colleges and universities.

Acculturation stress refers to pressure due to difficulties in academic skills which one is hiding because majority of the students are competent in those skills.

1.11. Organization of the Study

The study was organized in five chapters. Chapter one was the Introduction and comprised of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, 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 was the literature review which was discussed under the following; introduction, the concept of tertiary education for refugees, socio economic, academic and psychosocial factors affecting refugee students in Kenyan universities, challenges faced in the implementation of WTK scholarship programme, summary of literature review, theoretical framework and conceptual framework. Chapter three which is the research methodology is discussed under the following sub headings: introduction, research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, and reliability of the instruments, data collection procedures, and data analysis

techniques, chapter four dealt with data analysis, presentation and interpretations. Chapter five dealt with the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction:

This chapter focussed on literature review under the following subsections: The concept of tertiary education for refugees in Kenya, socio-economic, psychosocial and academic challenges facing refugee students in Kenyan universities, challenges facing the implementation of the WTK scholarship programme for refugees, Summary of literature review, theoretical framework and conceptual framework

2.2 Socio-economic Factors Influencing Participation of students of refugee status in university education

From the literature reviewed there are many socioeconomic factors that influence participation of students of refugee status in university education. Some of these factors are discussed below:

2.2.1 Poverty

The Kenyan government policy of encampment for refugees does not allow refugees to work in the country (UNHCR, 2009). It allows them to live in the camp where they depend on UNHCR for their basics of life. Due to lack of means of livelihoods and self reliance majority of urban refugees are poor. Poverty of the family will affect the refugee student in the university in many ways .For example the student may miss class to engage in paid part time jobs to earn extra money to support their families and themselves. A good example is that of African refugee students in Manitoba who were engaged in full

time jobs from 4pm to midnight or from 11pm to 7.00am to support themselves or other family members (Kanu, 2008).

Poverty will make refugee families live in the slums where living standards are low but very high crime rate. The youths are likely to engage in drug abuse and drug trafficking as well as prostitution to get some money (Kanu, 2008). In these slums education materials may be destroyed or stolen and the parent or the student may be injured thus interfering with their university education because they will be under medication or taking care of their injured parent. Poverty will also make some refugee students who are lucky to have scholarships share their stipend with the rest of the family members thus sacrificing the money they would have used to buy basic educational materials like the books, calculators, among others. This will affect their studies in the university.

According to Willot and Stevenson (2007) one of the issues affecting the educational achievements of young refugee students in the United Kingdom (UK) is poverty. The report concludes that refugee and asylum seeking children in UK are more likely to be living in poverty than any other minority or ethnic group .This is partly because the refugee parents have no right to work. In the University of Minnesota in America high poverty rates among refugees is one of the factors that affect their education in the university (Smidt, 2012). In Switzerland, due to their high poverty rates refugee students face funding problems in higher education despite having the same rights as nationals (Moret, 2006).

2.2.2 High Cost of Higher Education

University education is costly in most universities in the world including Kenya. Many universities in the world have two types of fees with the refugee students paying the higher international students fees. An example is the University of Nairobi and Jomo Kenyatta University of Agriculture and Technology in Kenya where refugees pay as international students (WTK, 2012). This is true with other universities in the world like in Australia and UK where refugees pay higher than nationals in the university (Willot & Stevenson, 2007). Some universities in Ghana also charge refugees international fees (Bayham, 2007)

2.2.3. Parental Levels of Education:

The level of education of the refugee students' parents determines the education success of students (Hanushek & Luque, 2003).This is because a highly educated parent will be a role model for the student and the student will be encouraged to work hard in the university as the parent is likely to create conducive learning climate at home. This will increase their participation. On the other hand those refugee students whose parents have low level education are likely to lack role models and conducive, study environment that could be created by the parents. This is likely to affect them in their studies.

2.3 Past Academic Background Based Factors influencing Participation of students of refugee status in university education:

There are various factors that influence participation of refugee students in university education as a result of their past educational background. Literature review has revealed some of the following:

2.3.1 Limited English Language Proficiency:

This is perhaps due to lack of enough time to practice the language skills and concepts due to being in conflict situations. A study by Willot and Stevenson (2007) also identified this as a challenge and called it language skills were a major factor preventing access to higher education among refugees in the UK .The refugee students with language difficulties may fear to speak out in class for fear of being mocked by their colleagues Kanu (2008). IRC (2006) also confirms that refugee youths face academic difficulties as a result of language problem in America.

According to Janjusevic (2009) refugee students from lower education background have difficulties in learning the official language of the host country which in turn affect their studies. The study observes that trauma experienced by refugee students may cause academic dysfunction that interferes with language acquisition. Language problem will hinder the participation of refugee students in education because language barriers slow the integration of refugee students in the university life. Another study carried out in the University of Minnesota, USA by Smidt (2012) found out language problems affected academic achievements of refugee students in that university. As a result refugees had to attend English as a second language (ESL) course in their first year.

In Switzerland language difficulties is also identified as one of the factors affecting refugee students, education. Therefore intensive language course is among the integration package which they receive when they are granted refugee status (Moret, 2006).

2.3.2 Academic Gaps due to Disrupted Schooling:

Refugee students do not have a continuous schooling cycle .Their education is disrupted many times as a result of war, migration among other challenges (Kanu,2008). Willot and Stevenson (2007) observe that due to interrupted education refugee students spend a lot of time trying to catch up. They spend a lot of time on the basics of the subject in order to catch up with others which constituents an academic challenge.

2.3.3 Acculturation Stress

Refugee students may have difficulties with academic skills like: academic writing, critical thinking, note taking, organizational skills, among others (Kanu 2008).This is possibly because the concepts and skills were not taught well in earlier stages due to war and migration. . This will affect their participation in university education. They will shy away from activities that may reveal their ignorant and their academic progress will be slow. They may remain dull in class and may fear taking responsibilities in the University.

2.4 Psychosocial Factors Influencing Participation of students of refugee status in university education:

Refugees experience psychosocial challenges which hinder their educational achievements in the University (Mc Brien, 2005).They include overcoming their

traumatic experiences, acquiring sense of safety and sense of self, adjusting to the expectations of the new culture while being able to retain cherished values of the homeland. Brien (2005) observes that after 5 years 70percent of refugees from war affected backgrounds retained stressful memories of the war and their flight from their homeland and 80percent had serious concerns about their separation with missing family members .They know children abducted to be child soldiers for rebel fighters, subjected to rape and other sexual assaults while in refugee camps among others. If there are no services or programs to deal with these traumas, their learning achievements at the University are affected.

Willot and Stevenson (2007), identifies emotional support needs as one issues of concern by refugee students in UK .This is because there are unmet emotional and mental health support needs of refugees because they have experienced some form of conflict ,crisis, trauma and abuse. Lack of services and programs to enable them release their emotions will mean that those emotions will be present in them and thus will affect their educational achievements. Many organizations observed that refugee students have low esteem, lack confidence, and are insecure and fearful of authorities. These fears extend to those attempting to provide support to them such as medical, educational and welfare providers. This will negatively affect their study at the university.

2.5 Challenges Facing the Implementation of University Scholarship Programme for Refugees

There are a number of challenges faced in the implementation of university scholarship programme for refugees. For example donor resistance to fund university education for

refugees is a challenge because it limits resources for refugee education. According to UNHCR (2011) securing funding for post primary education is very difficult due to limited resources available for post primary education within major donors' budget. The number of scholarships available depends on the resources available. The following table shows the number of beneficiaries of WTK scholarships programme from 2010 to 2013 and how it changes depending on resources:

Table 2.1 WTK scholarships beneficiaries in Kenyan universities 2010-2013

Year	Female	Male	Total
2010	12	54	66
2011	10	46	56
2012	10	44	54
2013	05	22	27
	37	166	203

Lack of enough resources is a constraint to WTK as they have to look for ways of dealing with the high number of qualified students who miss the scholarships. Supervision of the programme will also face challenges as a result of inadequate resources.

2.6 Summary of the Literature Review

From the studies reviewed it is important to point out that the refugee students in tertiary institutions all over the world encounter a number of barriers in their university studies.

These barriers differ from one country or university to another. The study by Yatta Kanu (2008) of university of Manitoba identified a number of barriers for African refugee students in Manitoba and grouped them under the following categories: Academic challenges, economic challenges and psychosocial challenges.

Willot and Stevenson (2007) categorized the issues of concern among refugee students in UK into three categories. The first category is made up of those that were cited by the organizations, the second category is made up of those that were cited by individual respondents like poverty, high cost of education, among others. The third category was the shared findings which comprised of what the individual respondents and organizations shared.

Smidt (2012) identifies institutional oppression like discrimination based on class, gender and race as challenges encountered by refugee students in the University of Minnesota. In Africa Bayham (2007) identifies poverty and high cost of higher education as some of challenges facing refugees in the University of Ghana. A study by Janjusevic (2009) concludes that refugee students encounter problems due to experience of trauma as a result of physical and non physical loss. According to UNHCR (2011) donor resistance to fund university education for refugees is the main challenge facing implementation of university scholarship programme for refugees.

From the studies one can clearly see that they agree that refugee students in the university encounter barriers which affect their studies. These barriers differ depending on which country or university they are in. Bearing in mind that these studies were carried out in different regions, countries and or institutions, one may be justified to conclude that the

challenges that refugee students encounter in the university are unique and depend on the region, country or the institution that they are in. This therefore means that it is important to find out the specific challenges that refugees face in Kenyan universities. Since there is no other study that has been carried out in Kenyan universities to establish these barriers, and how effective the WTK scholarship programme is as well as the challenges facing the programme, then this study is very important.

2.7. Theoretical Framework:

This study was based on the principles of the structural inequalities and (in) security theory by Duffield (2001). This theory argues that increased violence in the world is a product of the highly exclusionary contemporary 'informational economy' and 'polity' where large geographical parts of the world are marginalised. He observes that the locking out of many groups of people out of the benefits of economy increases the likelihood of entry into illicit activities like crime and violence. This theory links conflicts to poverty.

This theory was suitable for this study because conflicts in the world bring about refugees. If these refugees are empowered through university education, their economic opportunities will be enhanced and chances of them participating in illicit activities to earn a living will be reduced as they are likely to have stable employment hence reducing conflicts in the world.

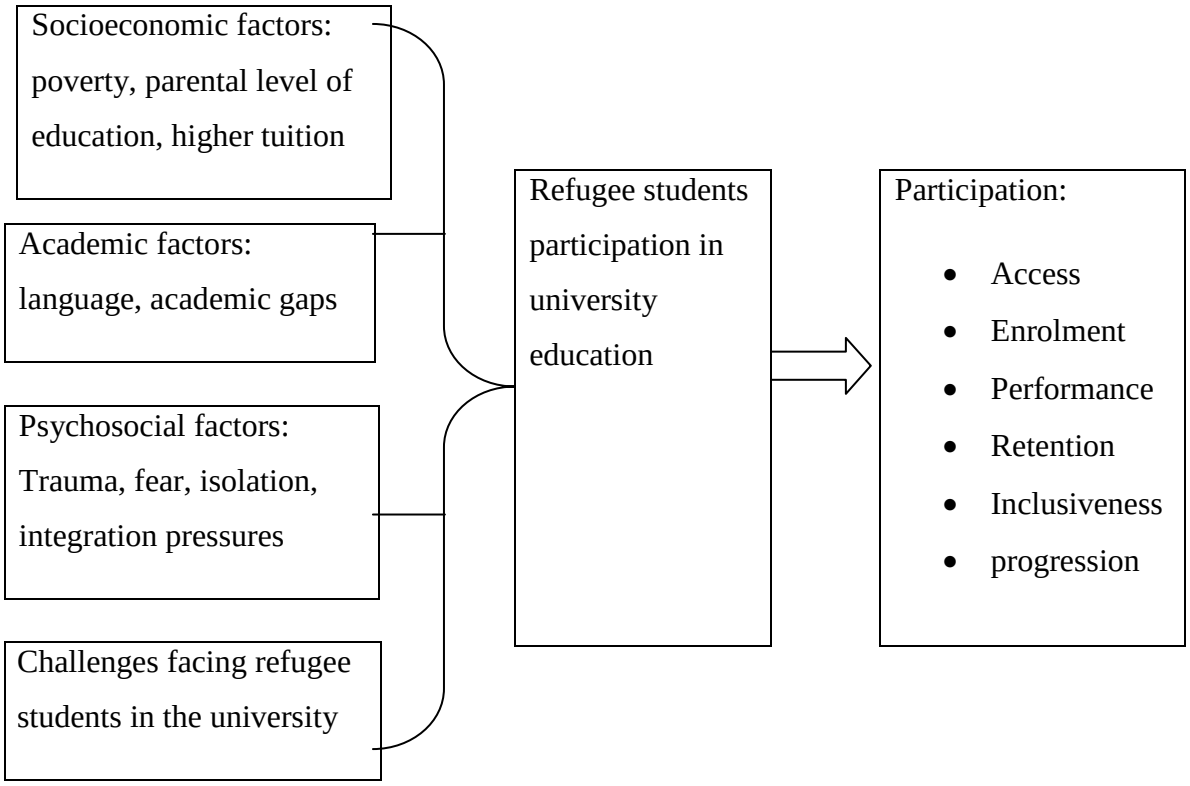
University education for refugees might also enable them to participate fully in post conflict reconstruction of their countries in the context of building back better (Buckland 2005). These graduates are likely to respect human rights and fight marginalization of all

kinds through the right channels as university education inculcates in them respect for human rights and core values of good governance which are vital in reducing conflicts in the world. Therefore university education for refugees is a protective factor not only to the individual but also to the world.

2.8 The Conceptual Framework

The variables in the study were conceptualized in the conceptual model shown below. The conceptual model shows the independent variables, the dependent variable and their interaction. The independent variables are the various factors influencing participation of refugee students in university education while the dependent variable is the participation in university education.

Figure2.1: Factors Influencing Participation of Refugee Students in University Education



The conceptual model in figure 2.1 shows the inter relationship between the various factors or challenges, the process of refugee students' participation in university education and the output which is the participation. Absence of these challenges will positively influence the process of refugee participation in university education and the output will be effective participation as indicated by better performance, higher retention, and higher enrolment and access rates. Presence of these factors will negatively influence the process of participation and the output will be poor participation as indicated by poor access, poor performance and low retention rate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology which was discussed under the following subheadings; research design, target population, sample size and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedures and data analysis technique.

3.2 Research Design

The research design for this study was a case study. Creswell (2007) defines case study as an in depth exploration of a bounded system (for example an activity, event, process or individuals) based on extensive data collection. Being bounded means being unique according to place, time and participants characteristics. Newby (2010) describes a case study as a detailed analysis of an individual circumstance or event that is chosen either because it is typical or because it is unusual or because something worked well.

Case study design was suitable for this study because it's flexible, in depth and detailed as well as permit use of multiple methods to collect data. This design also enabled the researcher to provide a detailed account of the specific challenges while taking into consideration the participants experiences (Mc Millan and Schumacher, 2010). The design was sensitive to participants needs and helped the researcher to gain insights into the whole issue of university education for refugees, thus it was suitable for the study.

3.3 Target Population

According to Mugenda and Mugenda (2003) target population is a complete set of individuals, cases or objects with some common observable characteristics. This is where the sample is drawn from. The target population for this study was all the 26 undergraduate students of refugee status in Kenyan universities under WTK scholarship programme 2013, 7 Deans of student from the universities where these students of refugee status are and an education officer each from three key stakeholders (organizations) in higher education for refugees. Census sampling was used to sample all the respondents for this study. Purposive sampling was used to sample the three organizations. WTK was chosen because it is implementing the scholarship programme, UNHCR was sampled because it is the United Nations agency that protects refugees. The Refugee Education Trust (RET) was chosen because they assist students of refugee status access university education in other countries in Africa but has they have an office here in Nairobi.

3.4. Sample Size and Sampling Procedures;

According to Ary (2006) when the number of units is too small, comprehensive sampling or census is used. This study used all the 26 WTK scholarships students, all the seven Deans of student each from Nairobi, Kenyatta, Jomo Kenyatta, Africa Nazarene, Moi, Masinde Muliro and Egerton. Through purposive sampling the following key stakeholders were selected and contributed one respondent each: UNHCR as the UN agency in charge of refugees' education, WTK as the sponsoring organization and RET

as an organization that also deals with higher education for refugees in other countries but with an office in Nairobi.

Therefore the total respondents for the study were 26 students, 7 Deans of students and 1 education officer each from UNHCR, WTK and RET, totalling to 36 respondents.

3.5 Research Instrument

This study used interview schedules as the main instrument of data collection. Document analysis and observation were also used. Interviews are suitable for this study because they provide in depth data and offer an opportunity for the interviewer to clarify the questions in a friendly atmosphere. The interviewer can obtain very sensitive and personal information from the respondents by honest and personal interactions between the respondent and the interviewer. Additional information can be obtained by probing questions. However they were time consuming and expensive (Mugenda and Mugenda, 2003). There was an interview schedule for students, organizations and university members of staff from the seven universities.

3.5.1 Validity of the Instrument.

Validity is the ability of an instrument to measure what it purports to measure. It is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda and Mugenda, 2003).

To ensure validity the researcher ensured that the interview schedule constructed were strictly based on the objectives and research questions for the study. The instruments

were revised and improved to ensure content validity through consultation with the supervisors.

3.5.2 Reliability of the instruments:

Reliability is the measure of the degree to which a research instrument yields consistent results of data after repeated trials (Mugenda and Mugenda 2003). Test retest method was used to establish reliability. The interview schedule was administered twice to five undergraduate students at Kikuyu campus of university of Nairobi within a period of 10 days. The responses were tallied and scored per item. In both tests each case was treated differently. To check the consistency in the answers the results of the two tests were correlated using Pearson product moment coefficient correlation (r).

$$\text{Correlation} \quad \square = \frac{\sum dx.dy}{\sqrt{\sum dx^2 \sum dy^2}}$$

$\sum$ is the symbol of summation, d is deviations from the mean, x are scores of the first test, y are the scores of second test

A correlation coefficient of 0.75 which was obtained was adequate to judge the instrument reliable because if the value obtained is from 0.5 to 1 the instrument is reliable. Then the researcher made some corrections of anomalies which were detected.

3.6 Data Collection Procedures:

A letter of clearance was obtained from the department of administration and planning, school of education, clearing the researcher to the National Council of Science and Technology (NCST).The NCST then issued the researcher with a research permit upon application. The researcher visited the Executive Director of Windle Trust Kenya to

inform him of the intention to carry out the research. Student respondents were then informed of the impending research by a WTK official via a phone call, short message and email and assured them of confidentiality besides introducing the researcher. Then the researcher went through the students files in the WTK office and obtained some data about the respondents. Then the researcher obtained the contacts of the students which included their emails, mobile numbers and their various universities. There after the researcher introduced himself to the students through phone calls, short messages and email messages to each student creating rapport, assuring and discussing confidentiality issues with them.

After the researcher was satisfied that all was well he called students through their mobile phones and booked appointments. The students were allowed to suggest the meeting places. Some students from Kenyatta and Masinde Muliro universities were on vacation in the camps and after it became evident they would not be available for interview, I booked appointment and interviewed them over the phone. Then the next step was to book appointments with university members of staff. In some universities the process was unnecessarily longer than usual and I was cleared after a lengthy clearance process. Some of the targeted respondents were not willing to participate in the study and referred me to other officers. Finally data was collected from the organizations (UNHCR, WTK, RET). Note taking was the main method used by the researcher to record all the interviews; however computer web cam recording was used to record interviews with some respondents from the organizations. Personal observations by the researcher in the cause of data collection were made to collect additional data. Interview schedule for

students and that of university officials is attached at appendix 2 and 3. The interview schedule for UNHCR, WTK and RET is attached at appendix 4

3.7 Data Analysis Technique

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order, structure, and meaning to the mass of information collected. In this study data from the field was cleaned up and edited by reading through and listening to recorded interview severally. This enabled the researcher to be familiar with the data available. The data available was categorized according to sources. Then the data available was carefully coded under each objective. It was then quantified and fed into the computer using the Statistical package for social sciences (SPSS 16.0) and then analysed using descriptive statistics tools like percentages, frequency table distribution. Some qualitative data which were not quantifiable were grouped thematically and a general narrative given to describe the results. Quantitative data were coded and fed into the computer SPSS (16.0) and analysed using frequency table distributions, percentages, bar graphs and pie charts. Some charts were drawn using computer programme Microsoft Office Excel 2007 and then copied to the relevant Microsoft word section of the report.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter dealt with data analysis, presentation and interpretation of the findings. The study aimed at establishing factors influencing participation of students of refugee status in university education in Kenya. After the analysis of the respondents and the contextual data, the chapter presents the findings and the interpretation of the research findings for each of the objectives in the study. Each objective in the study is categorized and discussed as one theme.

4.2 Respondents Response Rate

The study comprehensively sampled all the 26 undergraduate students of refugee status in Kenyan universities sponsored by the WTK scholarship programme in seven universities in Kenya. 24 students out of 26 students which were 92 percent participated in the study by answering questions in an interview with the researcher. The study also sampled seven members of staff from each of the university where these students are admitted and five out of seven which was 71percent participated in the study by a way of answering questions in the interview. One education officer, each representing WTK, UNHCR and Refugee Education Trust (RET) participated in the study which was a 100percent response rate. In total the study targeted a sample of 36 respondents and out of these 32 responded to the study.

Table 4.1 Respondents response rate

Respondents by category	Expected	Actual	Percent %
students	26	24	92
university staff	7	5	71
organizations	3	3	100
Total	36	32	89

This table shows that the average response rate for the study was 89 percent which was judged acceptable for the purposes of the study by the researcher.

4.3 Demographic data of the Respondents

This section presents the personal attributes of the respondents to help shed some light about them and also in the understanding of context of the study.

4.3.1 Students of refugee status

The study sought to establish the gender of students of refugee status in each university. The findings are represented in table 4.2.

Table 4.2 Gender of students per university

University	Male	Percent%	Female	Percent%	Total	**Percent%**
Nairobi	12	50	1	4	13	54
Egerton	1	4	0		1	4
Africa Nazarene	1	4	0	0	1	4
Masinde Muliro	2	8	0	0	2	9
Kenyatta	0	0	1	4	1	4
Jomo Kenyatta	2	8	3	13	5	21
Moi	1	4	0		1	4
Total	19	79	5	21	24	**100**

The table shows that there is a great gender disparity with only 21percent of the students in the WTK programme being female. This could possibly be because females are affected more by any emergency than men. The findings also imply that there are fewer girls than boys completing secondary schools in the camps. Therefore efforts should be made in emergencies to access and address issues that discourage the girls to access education. Girls may be discouraged to complete their education during emergency situations by cultural factors like early marriage and domestic chores, financial based factors like the fact that educating a girl is more expensive that educating a boy (Psacharoplous &Woodhall 1985). This means that fewer poor families will enrol their daughters in secondary schools thus few will qualify to go to the university. For the few

girls who manage to sit for their final secondary school examinations, the examination is very competitive and girls do not perform better than boys due to stereotypes. According to INEE minimum standards (2010) effort should be made to include everyone in education including those who are marginalised. A refugee girl is marginalised first by being a girl in a patriarchal society, secondly by being a refugee and thirdly by accessing university as a refugee which is denied resources in favour of basic education due to the social rates of return arguments. Educating the girl child in an emergency context is very important in reduction of conflicts in the world as it addresses the deep rooted inequalities in the society which are sources of conflicts. According to UNICEF 2007 all measures should be taken to reach the most marginalised and vulnerable individuals in education. Therefore a more aggressive affirmative action is required to bring many women students of refugee status to the university education through the programme.

The study also sought to find out the students age. Table 4.4 shows the findings.

Table 4.3 Age of students

Age bracket	Frequency	Percent%
21-25	14	59
26-30	8	33
31-35	2	8
Total	**24**	**100**

The findings from table 4.3 reveal that 8 percent of the students are over age (over 31years) in the programme. This can be explained by the fact that most of the students had interrupted secondary schooling and they had to go through university bridging

courses and diploma courses in order to gain qualification for degree courses. These students face a number of challenges in the university. For instance those with families depending on them will be affected in the university because he has to provide for them in addition to his studies. This will interfere with his studies.

The study also sought to establish the level of study of the students. The findings are represented in table 4.4

Table 4.4 Students level of study

Level of study	Frequency	Percent %
First year	2	8
second year	11	46
Third year	7	29
Fourth Year	4	17
Total	**24**	**100**

The above findings show that a majority of the students' respondents are in their second academic year. This means that they were experienced enough to respond to the study.

The study further sought to find out the time in years that the students had lived as refugees. The findings are shown in table 4.5

Table 4.5 Number of year students have lived as a refugee

Years	Frequency	Percent %
6-10years	2	8
11-15 years	6	25
16-20 years	3	13
21-25 years	13	54
Total	**24**	**100**

Data on the number of years these students have spent as refugees indicated that the majority (54percent) of them have lived as refugees for a period of 21 to 25 years. If this is compared with the age of the majority 14 or (58percent) of the students in figure 4.1 which was 21to 25 years then it becomes very easy to understand that the majority of these students have spent most of their time as refugees. This means that donors and other stakeholders in refugee education should take refugee situation on a case by case basis, understanding that there are temporary and protracted refugee situations. Higher education for this group of refugee youths is vital for integration, resettlement and repatriation which are identified by UNHCR (2009) as durable solutions for refugee situations. Higher education for this group of refugee youth is also a protective factor as it will contain peace messages and help prevent them from engaging in conflicts, terrorism and keeping them out of military (USAID 2009).

The study also sought to establish the number of years that the students had lived in Kenya as refugees.

Table 4.6 Number of years students have lived as refugees in Kenya

Years	Frequency	Percent %
Up to 5 Years	5	21
6-10 yrs	0	0
11-15 yrs	6	25
16-20 yrs	4	17
21-25 yrs	9	37
Total	**24**	**100**

From the findings above there is a group that has lived in Kenya for less than 5 years. Most of them have not gone through the Kenyan education system like their counterparts in Kenyan refugee camps who used the Kenyan curriculum. The language background of this particular group is Arabic. Most of the members of this group had inadequate English language skills and had to do English language bridging courses which were planned by WTK after poor performance in their courses.

The study sought to determine the origin of the students and the findings are represented in table 4.7 below.

Table 4.7 Country of origin of refugee students

country	male	female	Total	Percent %
Somali	12	2	14	59
South Sudan	5	2	7	29
Rwanda	0	1	1	4
Congo DRC	1	0	1	4
Uganda	1	0	1	4
Total	**19**	**5**	**24**	**100**

The above findings reveal that the majority of the students in this programme originate from Somalia. This is probably because the majority of refugees in Kenya are of Somali origin (UNHCR 2011).This group has little problem integrating in the city because of the presence of many Kenyan Somalis in Eastleigh who support them to settle in the city. The study findings found out that they are targeted by the Kenyan police for bribes and criminals who mostly pose as police officers and rob them. The study found out that whenever there was terrorist attack in the city, police mounted a major operation in Eastleigh and during such operations they only recognize the Kenyan identity card. This interferes with their studies because some of them skip classes as they choose to stay in door for fear of arrest or exhortation.

The study further sought to establish the camps where these students were residence. The findings are discussed in table 4.8 below.

Table 4.8 Students camp of residence

Camp of residence	Frequency	Percentage %
Djibouti	5	21
Hagadera	4	16
Kakuma	5	21
Dagahaley	2	8
Ifo	4	17
Urban	4	17
Total	**24**	**100**

Table 4.8 indicate that a majority of the students come from Djibouti camp in Djibouti. It should be noted that most of these students described their nationality as Somalia. These students have language background of Arabic which is mostly used in Somalia and Djibouti. This presents them with English language skills inadequacy challenges when they are admitted in Kenyan universities. Many of them had done English language bridging course.

4.3.2 University members of staff

The university members of staff were asked to indicate the number of years they had worked in their university. The findings are presented in table 4.9

Table 4.9 Experience of university members of staff

Experience	Frequency	Percentage %
0-4 years	2	40
5-9 Years	2	40
Over 15 years	1	20
Total	**5**	**100**

The majority of university members of staff had worked in their universities for over five years. This means they are competent enough to represent their universities in this study.

4.3.3 Organizations' respondents

When the organizations' respondents were asked to indicate their experience in the organization, they responded as shown in table 4.10

Table 4.10 Experience of organizations' respondents

Experience	Frequency	Percent %
1-4 years	1	33.3
11-15 years	1	33.3
over16 years	1	33.3
Total	**3**	**100**

The data shows that the majority of the respondents had worked in their organizations for over 11 years dealing with refugee education issues. Therefore they were experienced enough to share their opinions and that of their organizations on issues concerning university education for refugees.

4.4 Socioeconomic factors influencing participation of students of refugee status in university education

Data collected from the study indicated that there are conditions that are prevalent in refugee students due to their family background, social class, economic level, communities where they come from and the environment where they are living which influences their participation in university education.

This section discusses some of these social economic factors which were identified by the students, university members of staff and the members of the organizations as factors influencing participation of students of refugee status in university education. First the section presents factors identified by students followed b those identified by university staff and finally those identified by the organizations (UNHCR, WTK and members of the staff).

4.4.1 Socioeconomic factors identified by the students

Data was gathered from the students to identify the socioeconomic factors influencing their participation in university education. They were asked to discuss their family background in terms of financial resources, parental or guardian educational level and how this affects them in their studies. They were also required to comment on the stipend that they get from WTK and whether they share it with the members of their family, how they raise extra money to meet the deficit and discuss other socioeconomic challenges that they face in the university. The findings and their interpretations are presented in the report below.

When the students were asked to describe their family background in terms of resources they responded as presented in the table below:

Table 4.11 Family Background of students in terms of financial resources

Resources	Frequency	Percent %
Middle income	1	4
Low income	6	25
Very low	17	71
Total	**24**	**100**

From the findings in table 4.11 the majority of the students (71percent) described their family background in terms of resources as very low. This is possibly due to the fact that most of them are from refugee camps where their parents and guardians are not supposed to work in Kenya but instead depend on UNHCR's ration. These findings concur with the findings of Willot and Stevenson (2007) who found that the majority of refugee youths in UK come from poor family background. Smidt (2012) also indicated that poverty of the family was a major factor determining the achievements of refugee students in the University of Minnesota.

When the students were asked whether their stipend was enough for their upkeep, the majority of the students were of the opinion that the stipend they receive was not enough. When the researcher wanted to know whether they share their allowances with their families, they responded as shown in table 4.12 below:

Table 4.12 Number of students sharing their stipend with their families

Stipend	Frequency	Percent %
Share stipend	19	79
Do not share stipend	5	21
Total	**24**	**100**

The findings show that the majority (79percent) of students share their stipend with their family. This is due to the poverty affecting their families. This poverty could be because their parents are not allowed to work in Kenya due to the Kenyan encampment policy for refugees. The policy allows refugees to live in the camps under the UNHCR and they are not allowed to apply for work permit. This will make them consider their children's stipend as another source of income to supplement the UNHCR ration. Understanding the circumstances that their parents or family members are living in, these students are more than willing to assist. Thus they are ready to deny themselves some educational necessities in order to assist their families and this is how poverty influences their participation in university education. Asked whether they share their stipend with their family members, one student responded "I change six thousand shillings into US dollars and send to my family members regularly and you know that's a lot of money in my country". Another one added " My brother always calls me whenever there is some school, medical, or other costs disturbing them in the camp". These findings concur with the findings by Kanu (2008) in Manitoba about effects of poverty on refugee students. This was also observed by Willot and Stevenson (2007) who concluded that refugee youths in UK are more likely to be living in poverty than any other members of minority group which affect their educational attainment.

The students were also expected to respond on how their family financial levels affected their studies. They responded as shown in table 4.13.

Table 4.13 Students' responses on how family financial level affects their studies

Effect	Frequency	Percent
No Family financial support	16	67
Skip School Necessities to Assist them	15	63
Positive: I get some financial support	7	29

The findings reveal that some students (29 percent) percent get financial support from their family. These are probably the students who come from well to do family. They could also probably be coming from families that have to do all they can to see their children acquire higher education. These families see higher education as a very precious asset to bring them out of their current poor life. These findings illustrate that even in emergency context parents and the communities in general prioritise education and are ready to do all they can to ensure their children access education because education determines their future (Buckland 2005). Viewed in terms of future we can state here that higher education is a very important service to assist in poverty reduction which reduces dependency on humanitarian aid of the affected communities. This broader look of education underscores the fact that education is very important for post conflict reconstruction of the affected countries. They will have enough human resource and will be able to achieve the millennium development goals (MDG) and education for all (EFA). It will be difficult to achieve these goals without university education because there is interdependence between all levels of education.

When the students were asked to describe their coping mechanism given that the stipend was not enough, they responded as shown in the table 4.14 below

Table 4.14 Students' coping mechanism.

Coping mechanism	Frequency	Percent %
Borrow from friends	21	88
Share rent	12	50
skip meals	14	58
Borrow from family and relatives	18	75
Volunteering Jobs	1	4
Hiring their services to other students	10	42
Strict Budgeting	9	38
Minimizing Travel	7	29

The findings show that the majority which is 88 percent of them borrow extra money from friends. This is probably because of the poverty level of their family members and the fact that majority of the students support their families thus difficult to borrow from them. This technique of borrowing from friends to some extent can be a risk factor because it may expose the students to people who may introduce them to illegal trade and other crimes. It may also affect the participation of the girl child in university education because it is likely to expose them to men who may want to take advantage of their vulnerability thus interfering with their participation in education. It is also important to note that Kanu (2008) observed that refugee students in Manitoba were engaged in crimes like prostitution in order to survive in school due to poverty. Therefore these students need to be guided on how to relate with these friends who assist them financially in order to achieve maximum success in their university education.

To understand how the educational level of the parent or guardian affect participation of students of refugee status in the university, the students were asked to describe the level of education of their guardians and indicate how it affects them in their university education. The findings are reported in table 4.14 below.

Table 4.15 Parents or guardian level of education

level of education	Frequency	Percent %
Illiterate	10	42
Primary	7	29
High school	5	21
College	2	8
Total	**24**	**100**

The findings above show that a majority of their guardians as indicated by 42 percent were illiterate. This is probably due to their financial background and the fact that some most of them have lived as refugees for a long time. Asked to indicate how this affected them 75percent of the student responded that it affected them negatively as observed by Hanushek & Luque (2003). They indicated that they did not assist them in career choice nor supervise their performance among others in the university. One student responded "My mother who is an illiterate discourages me against continuing with university education but my father who has been to high school encourages me to continue with university education." Another student adds "Those parents who are illiterate think that secondary education is the end of education and wonder what you are doing in the university." This calls for a concerted effort by the organizations assisting students of

refugee status in the university to bridge the gap by getting more involved with what these students are doing in the university to bridge the gap left by their parents. These organizations could also target their families in the camp for awareness of their roles as parents of these students.

When the students were asked to identify other factors affecting them due to their status they identified them as shown in table 4.16 below:

Table 4.16 Other factors affecting students

Factor	Frequency	Percent
Cultural Factors	14	58
Documents required	17	71
Police Harassment	14	58
Adjustments into Urban Life	6	25

From the findings in table 4.4.6 above most students identified documentations required due to their status as a major factor influencing their studies. These include the pupils pass, Movement pass, refugee alien card among others. Movement pass has a short expiry period and is only issued in the camps. Therefore when it expires in the middle of the semester one has to travel to the camp to renew it. This interferes with students studies bearing in mind that the office is opened on a specific day once a month besides other logistics. "All these documents interfere with our studies but movement pass is the worst." observed one student who complained that travelling to the camp was very expensive. Another student added "My movement pass expired while I was preparing for my continuous assessments

and exams. I was seriously affected because I had to go to the camp to apply for it because I feared police harassment."

4.4.2 Socioeconomic factors identified by university members of staff

The members of staff identified most refugee students as coming from a family background of little financial resources, low level parental education and in some cases separated from the rest of the family members. From the data all the members of staff interviewed were aware of students of refugee status in their respective universities but observed that it was very difficult to know them. When they were asked to explain the financial related factors influencing participation of these students in the university, they responded as shown in table 4.17 below:

Table 4.17 Financial Related factors identified by university members of staff

Factor	Frequency	Percent %
High Cost of university Education	5	100
Changes in Prices of Essential commodities	3	60
High Cost of Housing	5	100
High Cost of Medical Care	3	60

Data findings reveal that all the university members of staff identified high cost of university education for a refugee as a major factor influencing their participation in university education. This is because in most of the universities sampled students of refugee status are classified as international students hence paying 20percent more than what Kenyan students pay. This is in agreement with the findings of willot & Stevenson

(2007). This was also the same practice in Ghana (Bayman 2007). However this is in contravention with the United Nations Convention on the Rights of the Child (1989) which requires countries to ensure equitable access to higher education for all children and youths affected by conflicts. The Kenyan universities should be able to differentiate between refugees and international students who come to Kenya for the sole purpose of studying. These refugee students should be allowed to access education as a basic human right just like Kenyans because we do not know when peace will return in their countries. "We charge them 20percent more, when we register a student as coming from another country the system automatically charges 20percent more" said one respondent. But from the feelings in the field Kenyan universities seem to be aware that refugee students need favourable treatment in fees payment because most of them were saying that a fully registered refugee student should pay like Kenyans. Therefore it's upon the refugee organizations to advocate more and insist on registering the students as refugees in addition to their nationalities in order to benefit.

When the university respondents were asked to identify family related factors influencing participation of refugee students in the university, they responded as indicated in table 4.18.

Table 4.18 Family related factors identified by university members of staff

Factor	Frequency	Percent %
Poverty	5	100
Parental level of education	3	60
Other	2	40

The findings from table 4.18 indicate that all the university members of staff identified poverty as a major factor influencing participation of students of refugee status in university education. Some of the reasons which they were giving were university fees payment problems and the fact that majority of refugees live in the camp. This concurs with the findings of Kanu (2008).

4.4.3 Socioeconomic factors identified by organizations

From the data collected all the respondents were aware of students of refugee status other than those in the WTK scholarship programme. Their responses on the socioeconomic factors influencing participation of refugee students in university education are presented and discussed below:

Table 4.19.Financial related factors identified by the organizations

Factor	Frequency	Percent %
Expensive tuition and related fees	3	100
House renting	1	33
Donors reneging on sponsorship	1	33
Payment of International Fees	3	100
Stipend not enough	2	67
No Access to Loans and Bursaries	1	33
Very few donors	3	100

Some members of the organization identified donor reneging on sponsorship as a factor affecting participation of refugee students in university education. Donors may withdraw their sponsorship due to donors' change of policy, increment in fees, and extension of

study period among other reasons. In case this happens and is brought to the attention of UNHCR, that particular student can be assisted to complete their education subject to the availability of funds among other considerations. Donor resistance to fund university education for refugees has been identified by Lewis and Brannelly (2011) as a major factor influencing participation of students of refugee status in university education. This is because it denies higher education for refugees the financial resources that are required. Higher education is very important for refugees because it will contribute to good governance, social and economic development of their country after war, thus contributing to conflicts reduction in the world. The contribution of higher education to the process of democratization in fragile states is overwhelming due to the various processes of interaction between students in higher education (Lewis &Brannelly 2011). Therefore supporting university education for refugees is supporting the process of democratization in the world.

When the organizations' respondents were asked to identify family related factors influencing refugee students in the university, they responded as presented in table 4.20

Table 4.20 Family background related factors identified by organizations

Factor	Frequency	Percent
Cultural factors	2	67
Resettlement	1	33
poverty	3	100
Assuming family responsibilities	2	67

From the data findings above some members of the organizations identified resettlement to a third country as a factor that influences participation of refugee students in university education. Once one is resettled that is considered a dropout and one is removed from the scholarship. Students are not supposed to apply for resettlement during the period of the scholarship and in case one applies they live in constant fear of being discovered which may interfere with their education. One respondent observed “resettlement is a very big blow but if that is what the student wants we support them”.

4.5 **Academic background based factors influencing participation of students of refugee status in university education**

There are a number of challenges that students of refugee status face in Kenyan universities due to their past educational background. This section discusses some of these academic based factors affecting participation of refugee students in university education due to their past educational background as refugees. The section begins by presenting and interpreting the factors identified by students, followed by those identified by university members of staff and finally those indentified by organization

4.5.1 **Academic background based factors identified by students**

To identify these factors students were asked to describe their secondary schooling and how it affected them in the university, describe the English language proficiency of most students of refugee status they have interacted with and how inadequate language proficiency hinders participation of students of refugee status in university education. The majority of the students (58percent) described their secondary schooling as interrupted. Their opinions on how it affected them are reported and discussed below.

When students were asked how their secondary education background affected them in the university, 67 percent said that their secondary education background affected them negatively in the university. This is because it was of poor quality due to inadequate qualified teachers in the camps and the fact that most of them had interrupted education due to migration and war. Syllabus was not covered leaving them with a number of academic gaps as they entered the university which affects them especially where knowledge of those past concepts is needed. One respondent indicated that sometimes before their lecturer had indicated that one course which they were doing in Business was based on a mathematics concept that they were supposed to have done in secondary school which he had never done. “Mathematics concepts are never taught well in the camp because of lack of teachers which affects us in business and Mathematics related courses” answered one respondent. These findings concur with the findings of Kanu (2008) in his study on identifying the needs and barriers of African refugee students in Manitoba who found that refugees experienced problems in their studies due to academic gaps in their earlier levels of study.

The students were also asked whether they were aware of other refugee students in the university and if so, to describe their language proficiency. The findings are discussed below.

The majority of students were aware of other students of refugee status outside the WTK scholarship programme. When they were asked to describe the English proficiency of those other students as either Very good, good, fair or poor they responded as follows:

Table 4.21 Fluency of English language of other refugee students

Fluency	Frequency	Percent %
Good	7	29
Fair	13	54
Poor	4	17
Total	24	100

From the findings in table 4.21 the majority represented by 54percent of students of refugee status described the fluency of English language of other students of refugee status as fair. This means that it is true students of refugee status in Kenya public universities have difficulties in English language which is the language of instruction in the university. Some of the students who had studied in campus outside Kenya had done bridging courses in English language. Language issues affect refugee students to the point of even dropping out of the university. One respondent informed the researchers "I know of a friend at catholic university of East Africa (CUEA) who was unable to cope with English language and note taking in the university and was planning out of the university.

Another student added "I failed in communication skills course which required a lot of good English language background". These finding on the effects of inadequate language proficiency skills on refugees agree with the findings of willot and Stevenson (2007) who found out that language challenges affected access to higher education among refugee students in UK.

When asked how language problems affected students of refugee status in the university the students gave the following reasons as presented in table 4.22.

Table 4.22 Effects of Inadequate Language skills on students

Effect	Frequency	Percent
Failure to grasp major lecture concepts	17	71
Integration challenges in the university	13	54
Note taking challenges	11	46
Poor performance in Exams	22	92
Failure to ask questions in class	15	63
Fear leading group presentations	11	46

The findings show that the majority of the students represented by 92 percent identified poor performance in exams as the major effect of inadequate language skills in the university. This is probably because they have problems with understanding the instructions and concepts taught in class. Esther smidt (2012) also found out that language related problems affected academic achievements of refugee students in the University of Minnesota, USA.

4.5.2 Academic background based factors identified by university members of staff

To identify academic background based factors influencing participation of students of refugee status in university education, the respondents were asked to describe the academic background of most students of refugee status and explain the academic background based factors they thought affected these students in the university.

All the university members of staff were of the opinion that the academic background of students of refugee status affected them negatively in the university.

The findings reveal that all the university members of staff described the academic background of students of refugee status as that of poor academic background. They observed that the education offered in the camps was of low quality as very few teachers and education officers are found there besides learning in a hostile environment. These finding agrees with Janjusevic (2009) who found out that refugee students from lower education background experienced challenges in their studies due to their lower education background.

4.5.3 Academic background based factors identified by organizations

From the data collected all the members of the organizations identified inadequate language skills and academic gaps due to interrupted education as the major past education based factors that influence participation of refugee students in university education. Some respondents indentified systems of education as a factor influencing participation of students of refugee status. This is true especially of the group of refugee students coming from other countries because their systems of education are different from the Kenyan 8.4.4 systems of education that feed Kenyan University.

4.6 Psychosocial factors influencing participation of students of refugee status in university education

Students of refugee status have passed and may be going through very difficult situations in their live which may hinder their participation in university education. This section discusses some of the psychosocial factors influencing participation of students of refugee status in university education. The section presents and interprets the findings from the students, university staff and the organizations.

4.6.1 Psychosocial factors identified by students

To find out whether students feared victimization and discrimination in the university, they were required to respond on whether their status was known by their friends in the university. Their responses are reported and discussed below.

The findings show that the majority of the students (18) represented by 75 percent have never shared their status with any friend in the university. This is because students fear victimization and discrimination that the tag of being a refugee carries. It should be noted that even when some of them share their status with their friends, it's when done when they can't avoid it as one of the respondent said. "I shared my status with my friend when he accidentally saw my refugee alien card and from that time the news that I was a refugee spread" asked whether he had encountered any form of discrimination in the university as a result of revealing his status, he answered, "No! Unless indirectly when some students asked me to explain why we liked fighting in our country"

To find out whether they feared victimization and discrimination from members of staff, the students were asked whether there was any member of university staff who knew their refugee status. The findings are presented and discussed below.

The findings indicate that the majority of the students 70 percent have never shared their status with any university member of staff. This is because of fear of victimization, discrimination and exploitation as one student observed "I fear to be exploited, if these members know about your status they will exploit you by taking advantage of your situation." Another student added "I would only like other students and members of staff

to know me as an international student from (this country) and nothing more than that, because if they know they might keep reminding me of things that I would like to forget.

From the findings it is therefore clear that students of refugee status fear victimization and discrimination in Kenya and thus would like to remain anonymous in the university. This makes it very difficult for the various university offices like the dean of students' office to assist them which influences their participation in university education. The above finding concur with the findings of willot and Stevenson (2007) who observed that refugee students fill insecure and are fearful of even authorities who may be attempting to help them

The study sought to establish whether students of refugee status still retained bitter past memories. When they were asked to indicate their opinion on whether they retained bitter past memories, they responded as discussed below.

The findings indicate that a few (21percent) of the students still retain bitter memories of their past experiences. These are probably a few of them who are not resilient enough. One of them responded. "Sometimes when I remember what I have gone through, I stop reading! If I am asleep I scream and woke up, because of what I have witnessed"

Another one adds.

"Whenever I perform poorly in the university I remember my father who was my encouragement and the way he was killed in the war". This clearly shows that some of these students have bitter memories of their past experiences concurring with MC Brien (2005) who found out that several years later students from war affected background still retained stressful memories of war.

To find out how refugees' past experiences affected their university studies, they were asked to indicate how their past experiences affected them. Their responses are reported below.

The findings reveal that the majority of the students (67percent) are positively affected by their past experiences in their university studies. They indicated that their past experiences encouraged them to work hard in life in order to come out of their difficult circumstances. One of them responded, "My past experiences have given me coping skills to tackle many challenges in the university".

The researcher also wanted to know whether the students' individual vision and determination influenced their university participation. Therefore the students were required to indicate what inspired them to withstand the challenges they encountered.

From the findings the majority (17) represented by 71 percent of the students indicated that the desire to improve their life through education inspired them to withstand most of the challenges that they faced in the university. One student responded, "Improving my future through education inspires me to withstand all the challenges, I want first class honours degree in this university in order to take my parents out of the camp."

Therefore it is clear that higher education is a very important service for the refugees as they see it as a means out of their present difficult circumstances thus the deep desire for this very important service give them the coping skills to withstand most of the challenges they face in the university.

4.6.2 Psychosocial factors identified by university staff

When asked to explain the psychosocial factors they thought affected students of refugee status in the university, the members of staff responded as reported and discussed below.

Table 4.23 Psychosocial factors identified by university staff

Factor	Frequency	Percent
Trauma	5	100
Fear and mistrust	3	60
Isolation and Loneliness	2	40
Integration and Adjustment Pressures	5	100

Table 4.23 indicates that 40 percent of the respondents identified isolation and loneliness as a factor influencing participation of students of refugee status in university education. This is due to separation from parents, relatives, friends and the feeling of rejection. This exerts a lot of emotional pressure on the student and interferes with their studies as also observed by willot & Stevenson (2007)

4.6.3 Psychosocial factors identified by organizations

The members of organizations identified the following factors reported and discussed in table 4.24 below

Table 4.24 psychological factors identified by organizations

Factor	Frequency	Percent %
Trauma	3	100
Fear and Mistrust	2	67
Integration Pressures	3	100
Assuming Family Responsibilities	2	40
Family Separations	3	100
Uncertainty over future	1	33

From the findings some members of the organizations 33 percent identified uncertainty over future as a factor influencing participation of students of refugee status in university education. This is because students are not certain of their continued learning because their scholarship is subject to availability of funds; they are not certain of getting jobs because of lack of work permit and also not certain of when they will go home. These findings concur with the findings of Stevenson (2007)

4.7 Challenges facing the implementation of WTK university scholarship programme

University education for refugees s very important because it will empower refugee youths to participate in post conflict reconstruction of their county because in the spirit of building back better and right based approach, involving local people in the reconstruction of their own country after war is very important. However there are very few organizations willing to intervene and assist refugees access university education in Kenya. One of them is the Windle trust Kenya who offers university education.

Scholarships for refugees among other programmes therefore this study sought to understand the opinion of the respondents on the challenges facing the implementation of the Windle trust Kenya University scholarship programme for refugees. The findings are presented beginning with students followed by university members of staff and finally the organizations.

4.7.1 **Challenges identified by students of refugee status**

When students were asked whether the stipend is delivered on time, they responded as discussed below.

The findings indicate that the majority (83percent) of the students responded that the stipend was not delivered promptly when due especially in the first quarter of the year. When the researcher wanted to know how they survived during such delays, they responded as shown in table 4.25

Table 4.25 students' coping mechanism when stipend delays

Coping mechanism	Frequency	Percent
Skipping meals	15	63
Walking	10	42
minimizing travels	8	33
Borrowing from friends	22	92
Hiring their services	14	58
Borrowing from family and relatives	10	42
Personal savings	6	25
other	1	4

Table 4.25 indicate that the majority (92percent) of the students survived by borrowing from friends when their stipend delayed. This may interfere with their university education because they are likely to be assisted by people who may lure them into crimes or take advantage of their vulnerability. This is a risk factor and they need to be guided on how to relate with these people who finance them because not all of them have good intentions.

To establish other challenges facing the implementation of the WTK university scholarship programme, students were further required to give their opinion on the challenges facing the implementation of the WTK university scholarship programme. Their responses are presented in table 4.26

Table 4.26 Other challenges facing the implementation of the WTK university scholarship programme

Challenge	Frequency	Percent
Slow release of documents by universities	20	83
Coordination of the Programme	8	31
Changes in prices of essential commodities and services	10	43
Selection of beneficiaries	14	61
Difficulties in securing documents	16	70
Securing practical attachment	7	29
Harassment of students	10	43
Insufficient funds	17	46
Any other	9	38

From the findings in table 4.26 the majority of the students (83percent) identified slow release of documents like transcripts, invoices and other administrative documents that are required by WTK from the university as a major challenge. This is because they are required to take their transcripts to the WTK every semester which may not be possible because in most cases universities give results for a full academic year much later.

4.7.2 Challenges facing WTK programme identified by university members of staff

The members of staff were asked to give their opinion on the challenges which they thought faced the implementation of the WTK scholarship programme. Their responses are given below in table 4.27

Table 4.27 Challenges facing WTK identified by university staff

challenge	Frequency	**Percent%**
Supervision of Students	2	40
Poor links with many university departments	4	80
Identifying beneficiaries	2	40
Shortage of funds	5	100
Delays in Payment of fees	2	40
Awareness of Courses and Academic Changes	2	40

From the above findings all the members of university staff identified shortage of funds as the major challenge facing the implementation of the WTK university scholarship programme. This is probably because of the few donors willing to support university education for refugees concurring with the findings by Dryden-peterson (2011) who concluded that lack of financial resources to support higher education for refugees was as a result of donor resistance to support university education for refugees in favour of basic education.

4.7.3 Challenges facing implementation of WTK programmes identified by organizations

The respondents were asked to give their opinion on challenges facing the implementation of university scholarship programme for refugees.

The respondents identified the following challenges as shown in table 4.28.

Table4.28 Challenges facing implementation of WTK scholarships identified by organizations

Challenge	Frequency	Percent %
Resettlement	3	100
Monitoring Performance	3	100
Frequent tuition fees increment	1	33
Strikes in Universities	2	67
Inadequate Funds for the Programme	3	100
Universities have different policies	1	33
Harassment of Students	1	33
Cultural Factors	1	33
Delays in Donor remittances	1	33

Table 4.28 indicate that all the respondents from the organizations identified resettlement to a third country as a challenge facing the implementation of the program. This is because resettlement is considered as a dropout as the beneficiary forfeits the scholarship. “This is a chance wasted for another student” observed one respondent.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 **Introduction**

This chapter presents the summary of the study, the conclusions drawn from the findings of the study, recommendations based on the findings and suggestions for further research.

5.2 **Summary of the study**

This study sought to determine the factors influencing participation of students of refugee status in university education in Kenya and the challenges that face the implementation of the WTK university scholarship programme for refugees. This is because despite the efforts put by WTK and the UNHCR to ensure that students of refugee status access university education, they do not fully participate in university education when they enrol. The objectives of the study were: To identify factors that influence participation of refugee students in university education in Kenya, to determine socioeconomic factors influencing participation of refugee students in university education in Kenya, to establish academic background factors influencing participation of refugee students in university education, to determine psychosocial factors influencing participation of refugee students in university education in Kenya and to identify the challenges faced in the implementation of the WTK university scholarship programme for refugees as an intervention.

Chapter two covers literature review which covered socioeconomic, past education and psychosocial factors influencing participation of students of refugee status in university education. It also covers challenges facing the implementation of WTK university

scholarship programme, summary of literature review, theoretical and conceptual framework for the study. Chapter three in this study deals with the research methodology used in the study. It covers the research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. The study employed case study research design in order to make a detailed analysis of the issues of concern in university education for refugees. The target population for the study was all the 26 undergraduate students of refugee status in Kenyan universities sponsored by the Windle trust Kenya scholarship programme as at June 2013, three educational officers from WTK, UNHCR and Refugee Education Trust and seven members of university staff each representing Kenyatta university, Nairobi university, Masinde Muliro university, African Nazarene university, Moi university, Jomo Kenyatta university of Agriculture and technology and Egerton university. Interview schedule method was the main tool for data collection. The test retest method of ensuring validity and reliability was used to make sure that the instruments were valid and reliable. Then data was collected, categorized thematically as per the objectives and each question, then coded and analyzed using computer software called statistical software for social scientist (SPSS 16.0).

In chapter four data was analyzed and quantitative data presented in frequencies distribution tables and percentages while some qualitative data was presented in narrative form. The major findings of this study were that poverty; secondary school background and trauma were major factors influencing participation of students of refugee status in university education. The study concludes that despite having been offered the scholarship, students of refugee status still encounter various socioeconomic,

psychosocial and past education background related factors at the university. The study recommends that there is need for more donors in refugee education to increase their budgetary allocations at the university level. It is suggested that a similar study but drawing the sample from students of refugee status who have sponsored themselves or are sponsored by other organizations can be carried out. Chapter five dealt with the summary of the study, conclusions drawn from the findings, recommendations and suggestions for further research.

5.3Major findings of the Study

The major findings of the study are discussed under each objective below.

5.3.1 Influence of socioeconomic factors on refugee students participation in the university

The first objective of the study sought to identify the socioeconomic factors influencing participation of students of refugee status in university education in Kenya. The findings reveal that majority of the students identified the following factors: poverty, parental or guardian level of education, the many documentations required due to their status, Cultural Factors like early marriage, police harassment, and adjustment into urban life. The university members of staff identified the following factors poverty, parental or guardian level of education and financial related factors like high cost of university education, high cost of housing for them as they are not allowed to live in university hostels, high cost of medical care, changes in prices of essential commodities and services like food and transport. The organizations identified the following financial related factors: high cost of tuition and related fees, house rent, donors reneging on

sponsorship, payment of the higher international fees by the refugee students, stipend offered being not enough and inability to access loans. They also identified the following family background related factors: cultural factors, resettlement, poverty, the documents required due to their status and some of them assuming family responsibilities in the absence of their parents or due to inability of their parents to perform those functions due to the poor conditions that they live in. The findings from the study revealed that presence of these factors negatively influenced participation of students of refugee status in university education. The study revealed some of the techniques which students were using to mitigate these factors. Some of these techniques are risk factors because they can easily lure the students into bad companies and worse still into criminal activities which reduces the anticipated socio benefits from university education. The study also found out that there were some administrative functions which are carried out in the camps requiring their physical presence thus interfered with their studies due to logistics involved. They include the verification exercises and the application of movement pass which can only be made in the camp.

5.3.2 Establishing the influence of academic background based factors on participation.

The study found out that the majority of the students were affected in the university by the academic background based factors like: inadequate language skills and academic gaps due to interrupted, poor quality education that they have gone through. These factors were identified by all the respondents. The findings reveal that some students performed poorly in their examinations until the sponsor had to arrange for English language bridging courses for the students concerned. Other students failed in university courses

that required a lot of knowledge of English language like communication skills. Some students who are in business and Mathematics related courses indicated that they were experiencing difficulties in some concepts requiring mathematics because mathematics and science are not taught well in the camp due to lack of enough teachers. The findings also reveal that a smaller number of students who come directly from Djibouti camp are in addition to the above factors affected by the system of education. This is because they do not use the Kenyan curriculum there like most of their counterparts in Kenyan refugee camps. For these students to be admitted in Kenyan institutions of higher learning their certificates are equated to the Kenyan certificate by the Kenya National Examination Council (KNEC) with a disclaimer that KNEC is not responsible for the authenticity of the certificates.

5.3.3 Determining psychosocial factors influencing students' participation in the university

The findings of the study reveal that, there are psychosocial factors influencing participation of students of refugee status in university education. Majority of the students identified the following factors. Fear of victimization and discrimination because majority of them had not shared their status with either their friends or any university member of staff, trauma and bitter memories as a result of past experiences because 26 percent of them still retained bitter memories of their past experience, desire to lead an independent and free life and uncertainty over their future because their sponsorship to the next level is not guaranteed as well as employment opportunities being rare due to lack of work permit. The findings also reveal that the university members of staff identified the following as psychosocial factors affecting students of refugee status in the

university. Trauma due to their past experiences, fear and loss of trust of the member of the university community, isolation and loneliness, integration and adjustment pressures in the university and urban life because majority of refugee students come from the camp;

The organizations identified the following factors;

Trauma, fear and mistrust of authorities, integration and adjustment pressures, pressure due to family responsibilities and family separation as well as uncertainty over future as work permit is a challenge.

5.3.4 Identifying the challenges faced in the implementation of the WTK university scholarship programme

The findings of the study show that the students identified the following as challenges facing the implementation of WTK scholarship programme. Inadequate stipend and delay in this remittance especially around January, the requirement of some documents like the transcripts and invoices which are not released by the universities on time, coordination of the programme, frequent changes in prices of essential services and commodities putting more pressure on the already not enough stipend, selection of the beneficiaries as more qualified applicants apply for the scholarship, difficulties in getting the required documents like pupils pass, harassment, security of practical attachment and some donor polices which cause delays.

The university members of staff identified the following challenges. Supervision of students as some of them may be doing other things which hinder their learning, failure to involve many university departments in their work and only in most cases involving the finance office, identifying beneficiaries of the programme, shortage of funds leading to

delays in fees payment and little awareness of courses and academic changes in the university due to inadequate, structured communication with different departments of the university.

The organizations identified the following challenges: resettlement because it is considered a drop out and a chance wasted for another deserving student, monitoring of performance for students due to slow release of examination transcripts and other documents required from the university, unexpected tuition increase which may lead to withdrawal of a donor besides the difficulties of explaining the increase to donors who had already drawing their budget, strikes in universities which extend study period thus interfering with their budget, different policies of admission of refuge students in different universities, harassment of students by police and other criminals, cultural barriers hindering more women to join the programme, inadequate funds and delays in donor remittances in to the programme.

5.4 Conclusions of the study

From the findings of the study it can be concluded as follows:

Despite being offered the university scholarship to study, students in the WTK scholarship Programme still face financial related barriers hindering their full participation in university education because the stipend that they receive is not enough.

Students of refugee status are charged higher fees than Kenyan students in most public universities in Kenya despite some of them living in Kenya for over 21 years. This is because universities register them as International students thus charging them 20percent more than their Kenyan counterparts. This negatively affects them in their studies.

Socio economic factors like poverty, parental level of education, higher cost of housing, donor resistance to fund university education for refugees and some cultural factors negatively influence participation of students of refugee status in university education.

Past education background factors like academic gaps due to interrupted education and inadequate language skills negatively influence the participation of students of refugee status in university education in Kenya.

Psychosocial factors like trauma, integration and adjustment pressures fear of victimization and discrimination in the university, mistrust of various authorities, and uncertainty over future negatively influence participation of students of refugee status in university education in Kenya.

There are several challenges encountered in the implementation of the WTK scholarship programme as an intervention assisting students of refugee status access university education. Some of the challenges include shortage of funds and delays in delivery to students' allowances caused by donor policy related issues. The majority of the students mitigate the effect of delays and the inadequacy of funds by borrowing from friends as opposed to borrowing from family members. Then efforts should be made to guide and counsel these students by the refugee organizations to help reduce any negative influence that these people may bring to these vulnerable refugee youths.

The finding reveal that refugee organizations are not engaging universities in constant structured communication to tackle the wider issues affecting the refugee youths in the university. Therefore universities should be treated as key partners not only on financial matters but also on other areas like greater career counselling, helping students adjust in

university and urban life, among others. This will create more awareness of refugee issues in the universities, increase the number of advocates for refugee rights in the university and create a refugee friendly environment in the universities, which is vital for their good performance.

Despite some officers in the universities willing to assist students of refugee status, identifying them is a challenge because the students fear to reveal their status. Therefore to help them, universities should find a way of capturing their status in addition to their nationalities which is the practice currently in most universities.

This study has proved that there are various socioeconomic, psychosocial and past academic based factors influencing participation of students of refugee status in university education in Kenya. Understanding of these factors is important to stakeholders in refugee education and policy makers in order to help in removing some of them so that these students can participate fully in university education. The study has also proved that there are many challenges facing the implementation of the Windle trust Kenya scholarship programme for refugees as an intervention. Given that all these barriers exist it's important for all stakeholders to work together to end them.

5.5 Recommendations from the study

Based on the findings the study recommends the following:

Donors should change their policies and assist more refugee youths access university education in Kenya as the study reveals that the refugee situation in this country is not a temporary situation. The majority of these youths have spent between 21to 25 years as refugees. If you compare this with the age of the majority which is between26 to 30, then

one can conclude that these students have almost spent their entire life as refugees. Therefore there is need for more donors to assist these youths access university education.

Efforts should be made by the refugee organizations and other stakeholders to reduce the effects of the various financial, academic and psychosocial factors hindering full participation of students of refugee status in university education once they enrol because merely attending university doesn't mean learning.

Universities are key partners in refugee education and therefore should be engaged in structured engagements by refugee organization involved in tertiary education for students of refugee status to change some of their policies in order to be more refugees friendly.

Kenyan universities should charge students of refugee status the same fees like Kenyan students because they have not come to Kenya for the sole purpose of studying but have been hosted by Kenyans because they have problems in their country.

There is need for refugee organizations to identify a contact person (Member of University Staff) preferably from the office of Dean of students in every college or campus where the students are admitted who besides acting as a focal person on refugee student matters can also assist in guidance and counselling of these students. This way student can have a friend to confide to.

Holistic approach to refugee education is very important. Therefore there is need for refugee organizations to meet the needs of the refugee students' families by creating opportunities for them to earn livelihood where possible because the findings reveal that

family background related issues like poverty negatively influence students' participation in university education despite the scholarship.

There is need for refugee organizations and, or universities to access and intervene in English language related challenges that the students may be facing due to their past education background.

Efforts should be made by UNHCR and other refugee organization to minimize loss of study time of students attending to some administrative issues that require their physical presence in the camp like the verification exercises and application of movement pass. In case it is extremely necessary prior, special arrangements should be made for the students.

There is need to increase the number of girls in the scholarship programme.

There is need for students of refugee status to form their students association, affiliate it to the major students' organization and create awareness of the issues affecting them in the universities. If they are not able to form one, they need to identify an already existing association or student leaders of the major students' association who can link them to the university administration and address their issues from students' perspective.

Peer coaching and pear counselling can help reduce some of the challenges that face students of refugee status in the university.

There is need for the WTK to increase the upkeep allowance offered to students in the wake of increasing cost of living.

5.6 Suggestions for further research

The following are suggestions for further studies:

i. A similar study can be carried out in middle level colleges offering certificates and diplomas.

ii. A study on the effectiveness of the Windle trust university scholarship programme for students of refugee status.

iii. A similar study but drawing the sample from students of refugee status who have sponsored themselves or are sponsored by other organizations.

iv. A study can also be carried out to trace the beneficiaries of the WTK scholarship programme and their contribution in the society.

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Appendix 1: Letter of Introduction

Stanley Nkunja Arungu

University of Nairobi

P.O Box 30197

Nairobi

May 2013.

The Executive Director

Windle Trust Kenya

Dear Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH:

I am a post graduate student at the University of Nairobi pursuing a Master of Education (Education in Emergencies) degree in the department of Education Administration and Planning. I am conducting research on the topic: Factors influencing participation of refugee students in university education in Kenya; A case of students in WTK scholarship programme. Kindly permit me to collect data from WTK. The information provided will be used for academic purposes and the identity of the respondents will not be revealed.

Thank you.

Yours faithfully

.....

Stanley Nkunja Arungu

Appendix 2: Interview Schedule for students

1 (a) Which year of study are you in? I ( ), II ( ), III ( ), IV ( ), other ( )

(b) What is your area of specialization?

(c) What is your age bracket in years? 15-20 ( ), 21-25 ( ), 26-30 ( ), 31-35( ), over 36 ( ).

(d) How many years have you lived as a refugee?

(e) What is your nationality?

(f) How long have you lived in Kenya?

(g) Have you lived in any other country(s) as a refugee? Yes ( ), No ( )

Name them.

(h) How can you describe your fluency in English language?

Very good ( ), good ( ), fair ( ), poor ( ), very poor ( )

(I) Apart from the first language, which other language(s) are you fluent in?

2 (a) How did you know about the Windle Trust Kenya scholarship programme?

(b) What does the scholarship cover?

(c) Is the scholarship enough?

(c) If not what other educational related expenses are not covered by the scholarship?

(d) How do you raise the extra money?

(e) Are you aware of students of refugee status without WTK scholarship in this university?

(f) If yes how do they raise money for their studies?

(g) What is your family background in terms of financial resources?

(h)Have your family ever asked you to share your stipend with them?

(g) How does your family background in terms of resources affect your studies?

(h) What is your guardian background in terms of educational level?

(I) How does this affect your studies?

3. (a) How can you describe your secondary schooling? Continuous ( ) or disrupted schooling ( )

(b)How does this affect your studies at the university?

(c)Have you ever been advised to improve your language in the university? Yes ( ), No ( ).

(f) How can you describe the fluency of English language of most students of refugee status when they enrol in their first year at the university?

Very good ( ), Good (), Fair ( ), Poor ( ), Very poor ( ).

(f)How does language problem affect participation of students of refugee status in their studies?

(g) Have you ever attributed your poor performance in any course to your past educational background? Yes ( ), No ( ). Explain

4 (a) Does any student in this university know of your status? Yes ( ), No ( )

(b) Does any university lecturer/official know about your status?

(c)Do you still retain bitter memories of war?

(d)How does your past experience as a refugee influence your university studies?

(e) Despite all the challenges what inspires you to move on?

5(a) Is the WTK financial support delivered promptly at the beginning of every semester?

(b) If not how do you cope with the situation when there is delay?

(c) How can the way WTK monitors your progress at the university be improved for your benefit?

(d)What other challenges do you think face the implementation of the WTK university scholarship programme for students of refugee status?

6. What other challenge do you think affect your university studies due to your status?

Appendix 3: Interview Schedule with University Representatives.

1. (a) Kindly tell me your position in this university?

   (b) How long have you worked in this university?

2. (a) Are you aware of refugee students in this university?

   (b) What is the policy of this university on refugee access to university education?

   (c) How does this university assist refugee students to access university education?

   (d)What is the university policy on admission of refugee students?

3. (a) What financial related barriers do you think refugee students encounter in this university.

   (b) What family background related barriers affect refugee students in the university?

4. (a) What do you think are the challenges related to their past education background that refugees face in the university?

   (b) How can universities try to address some of these barriers?

5. (a) What psychological experiences do you think affect participation of refugee students in education in this university?

   (b) Has any refugee student reported any form of discrimination in this university?

   (c) How can this university address these psychosocial factors affecting refugee students? Explain

   6. (a) Are you aware of WTK university scholarship programme for refugees?

   (b) What do you think are the challenges facing the implementation of WTK university scholarship programme for refugees?

Thank you for your responses and cooperation.

Appendix 4 Interview Schedule with UNHCR/WTK/RET Representatives

1. (a) What is your position in this organization?

   (b) How long have you worked in this organization?

   (c) How long have you worked in Kenya?

2 (a) Are you aware of refugee students in Kenyan universities?

3 (b) What is the policy of this organization on refugee's access to university education?

(b) How does this organization assist refugees to access university education in Kenya?

(c) What is the government of Kenya's policy on refugee students' access to university education?

(d) What are the Kenyan universities policies on admission of refugee students?

(e) What requirements do refugee students require for admission?

(f) Are there targeted programmes to assist refugee students in any university? Explain?

4 (a) What financial related factors do you think affect refugee students in universities?

(b)What family background related factors do you think affect refugee students in the university?

(c) Do refugee students share with this organization some of these problems? Explain.

(d) How do you as an organization try to address some of these factors?

(e) How else can these factors be addressed by this organization or other stakeholders?

5 (a) What do you think are the challenges that refugee students face in the university due to their past education background?

(b) How do you as an organization address some of these challenges?

6 (a) what psychological experiences do you think may affect refugees in the university?

(b) Do refugees share some of these experiences with this organization? Explain.

(c) Has any refugee students reported any form of discrimination in university? Explain

(d) Does this organization have a way of addressing psychosocial factors affecting refugee students? Explain.

(e) How else can this organization and other stakeholders address these psychosocial factors?

(6) (a) Are you aware of WTK university scholarship for refugees?

(b)What challenges do you think face the implementation of the WTK university scholarship programme for refugees?

Thank you.

Appendix v: Research Authorization

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: NCST/RCD/14/013/837

Date: 28th May 2013

Stanley Nkunja Arungu
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **14th May, 2013** for authority to carry out research on "***Factors influencing participation of refugee students in University Education: A case of students in the Windle Trust Kenya Scholarship Programme.***" I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **30th May, 2014.**

You are advised to report to **the Vice Chancellors of Selected Universities and the Manager Windle Trust Kenya** before embarking on the research project.

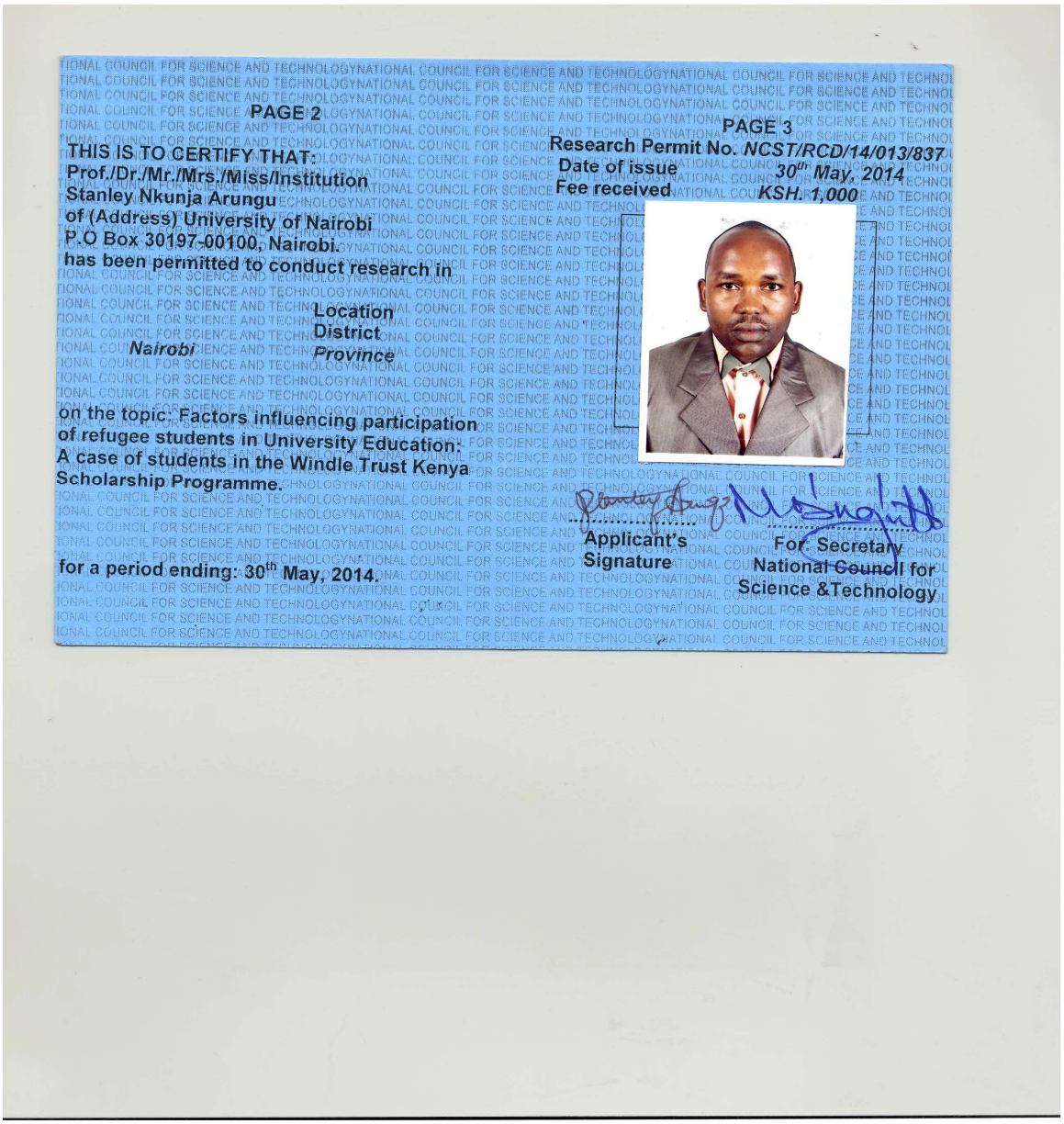
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

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

Copy to:
The Vice Chancellor
Selected University

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

Appendix vi: Research Permit



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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Stanley Nkunja Arungu
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
District *Nairobi*
Province

on the topic: Factors influencing participation of refugee students in University Education: A case of students in the Windle Trust Kenya Scholarship Programme.

for a period ending: 30th May, 2014.

PAGE 3

Research Permit No. *NCST/RCD/14/013/837*
Date of issue *30th May, 2014*
Fee received *KSH. 1,000*

Applicant's Signature

For: Secretary
National Council for
Science &Technology